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IDENTIFIERS *Proof Operators

ABSTRACT

This curriculum guide is designed for 11th- and 12th-grade students or for adults who are interested in pursuing a career in the financial institution field. It can be used as a stand-alone curriculum for an entry-level career as a proof operator, who proofs financial transactions for accuracy and codes them for posting. The guide contains one unit of instruction with some or all of these components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to test and assignment sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. An instructional supplement provides suggestions for teaching the basic skills included in each assignment sheet or job sheet. A basic skills documentation matrix correlates skills with units of instruction. (YLB)

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CIMC

Teacher Edition

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

93-009814

BO1030

Financial Services Series

Proof Operator

Developed by the
Curriculum and Instructional Materials Center
for the Division of Health Occupations Education
Oklahoma Department of Vocational and Technical Education

93-009814

BO1030

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FOREWORD

We believe that the single most effective way to improve educational programs is through the development and implementation of a sound instructional materials system. The *Proof Operator* book is designed for 11th and 12th grade students or for adults who are interested in the financial institution field.

The *Proof Operator* book is part of the **Financial Services** series. It can be used as a stand-alone curriculum for an entry level career as a Proof Operator. Other books in the series are:

Introduction to Financial Services

New Accounts Representative

Safe Deposit Representative

Customer Service/Account Representative

Course content will prepare the student for proficiency in the area of financial services as an efficient Proof Operator.

The use of this book, along with the other books in the **Financial Services** series, serves as an instructional asset to build program uniformity, set minimum program standards, and provide a basis for teacher and student accountability. It is our belief that the total vocational business and office education program will benefit through the use of this series.

Roy Peters, Jr.
State Director

Janice Huston
State Supervisor

Oklahoma Department of Vocational
and Technical Education

PREFACE

Financial institutions, like all other businesses and industries today, must constantly change to meet the ever-changing needs of their customers. Innovations in the financial field are now having an impact on the future of business and industry and will continue to influence our future financial habits.

Financial institutions are providing many services for their customers, such as preauthorized bill payment, direct deposit, pay-by-phone, and banking by home computer. The committee of the **Financial Services Series** strived to provide students with the most up-to-date information relevant to the financial field.

As students continue through the series, the financial services field will continue to change. It is one of the more complex areas in the business arena. New laws are introduced frequently to meet the changing financial needs of our global economy. The skills introduced in this curriculum will help prepare the students to meet the employment opportunities of the financial services field.

Ann Wolfe
Curriculum Development Specialist
Curriculum and Instructional
Materials Center

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center (CIMC) extends its appreciation to those individuals who played important roles in the development of *Proof Operator* and the *Financial Services Series.* For her constant support and influential drive, a thank you goes to Ms. Janice Huston, State Supervisor for Business and Office.

A generous thank you is extended to the professional individuals who contributed their time, talent, and knowledge to the completion of the books in this series.

Mr. Sherman Huff
Federal Reserve Bank
Oklahoma City, Oklahoma

Tom McGee
Oklahoma City, Oklahoma

Mr. Jack Dreesen
First National Bank
Moore, Oklahoma

Delores Kirkley
South Community Hospital
Oklahoma City, Oklahoma

Ms. Sydney Reding
Stillwater National Bank
Stillwater, Oklahoma

Mr. Patrick Campbell, President
City Bank
Muskogee, Oklahoma

Mr. Mike Rodgers
United Community Corporation
Oklahoma City, Oklahoma

Thank you is also extended to the vocational educators who contributed their time, talent, and knowledge to the completion of the books in this series..

Ms. Debbie Belford
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Ms. Carol Dvorack
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Ms. Nita Knight
Great Plains AVTS

Ms. Juanita Lamb
Tri County AVTS

Ms. JoAnn Lynch
Red River AVTS

Ms. Wanda McCornack
Moore High School

We also thank the State Director, Dr. Roy Peters, Jr., and the Assistant State Director, Dr. Charles O. Hopkins, for their continued support throughout this project.

Only through the close cooperation of the Curriculum and Instruction Materials Center staff was this curriculum developed. Sincere thanks are shared with the CIMC coordinators.

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CIMC Coordinator

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Resale Coordinator

Special thanks is given to Cathy Butler-McBee for her editing work on this publication.

Special appreciation is offered to the numerous other individuals on the CIMC staff who functioned in supportive roles throughout the development of the *Proof Operator* curriculum: Brenna Tillman, Publications Supervisor; Charlotte Tarkington, Format Specialist; Terri Tomson, CIMC secretary.

Special recognition and thanks are also extended to other individuals within the Oklahoma Department of Vocational and Technical Education: Darrell Stiles and his staff at the CIMC warehouse; Noel Wilcoxson, Frosty Foster, Diane Ensign, Danny Darrow, and the staff at the ODVTE Print Shop; Rose Primeaux and the staff in the Word Processing Center; and Bob Davis and the artists in the ODVTE Art Department.

Finally, a big thank you to all the other curriculum development specialists and technical writers who offered their support during this project.

Ann Wolfe
Curriculum Development Specialist
Curriculum and Instructional
Materials Center

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Proof Operator contains one unit. This instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, Extensions and Options, information sheets, job sheets, practical tests, written tests, and answers to assignment sheets, and written test all of which are included in the instructor edition. The student workbook includes the objective sheets, information sheets, supplements, activity sheets, assignment sheets, and job sheets. Practical tests and written tests may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, in Oklahoma 1-800-522-5810, ext. 589.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objective can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages) – **Instructor's Edition only**

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Extensions and Options (white pages) — **Instructor's Edition only**

This component provides discretionary information, teaching aids, or additional material for teacher preparation. Some of the materials are written for the student to use if the teacher wishes to use them; others are for teacher information only. Sometimes the material covered on these pages is considered controversial. These pages are completely optional; the teacher decides whether or not to use them.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to ad notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheet may also include sections that provide additional information or alerts. These should be discussed carefully and thoroughly. **Notes** are short verbal additions to the information sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. The words **Notice, Caution, Warning,** and **Danger** warn that the situation has the potential for injury, death, or property damage unless it is completed properly or avoided. **Notices** indicate that property damage could occur, **Cautions** warn that minor or moderate injuries could result, **Warnings** indicate that death or serious injury could result, and **Danger** indicates that death or serious injury will result.

Student Supplements (green pages)

Student supplements include material that provides additional information for understanding the topic. These supplements could include additional data the students might need to complete assignment or job sheets, specialized instructions for problem solving activities, or information in graphic form such as graphs, charts, tables, or forms. Supplements are not tested directly; however they do provide students with information that will assist them in meeting the performance objectives.

Transparency Masters (white pages) – **Instructor's Edition only**

Transparency masters provide information in a special way. The students may see as well as her the materials being presented, this reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information or assignment sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Instructional Supplements (pink pages) — **Instructor's Edition only**

Instructional Supplements provide suggestions for teaching the basic skills included in each activity sheet, assignment sheet, or job sheet.

Activity Sheets (tan pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (tan pages)

Assignment sheets provide students with information and exercises to problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class or for homework. Answer sheets are provided.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustration are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlines in each job sheet. Further more, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (yellow pages) – **Instructor's Edition only**

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Test (yellow pages) – **Instructor's Edition only**

This component provides criterion-references evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, and modified, appropriate changes should be made on the test.

The test may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (pink pages) – **Instructor's Edition only**

These components are designed to assist the instructor in evaluation of student performance. They are available in the teacher's edition only.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is usually assigned a specific abbreviation. ***Proof Operator*** has not been abbreviated. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in ***Proof Operator*** would look like this:

OBJECTIVE SHEET - **Proof Operator**
CIMC - I - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain objective sheets, information sheets, supplements, transparency masters, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit be deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed as required.

DISCLAIMERS, CORRECTIONS, AND SUGGESTIONS

Materials

Please note that suggested resources and references listed in this publication existed when the book was written and printed. The Curriculum and Instructional Materials Center (CIMC) assumes no responsibility for providing these materials and cannot ensure the availability of these materials because the individual vendors, manufacturers, and publishers may discontinue these products at any time.

Safety

CIMC wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. CIMC assumes no responsibility for any adverse effects resulting directly or indirectly from the information, suggested procedures, undetected errors, or the reader's misunderstanding of the information presented.

Corrections and Suggestions

If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

For a free catalog, a list of new publications, or other instructional materials information call 1-800-522-5810, extension 589.

RESALE

BASIC SKILLS IN CURRICULUM

Since its inception in 1969, the Curriculum and Instructional Materials Center (CIMC) of the Oklahoma Department of Vocational and Technical Education has provided quality, competency-based instructional materials for vocational training programs. During this time, the CIMC has been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

In response to changing job requirements, federal and state legislatures are enacting laws setting stringent basic skills requirements for nonvocational **and** vocational education. State legislatures are increasing basic skills accountability for teachers and school administrators. The recently enacted Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) mandates academic skills development in vocational training. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

As noted earlier, it is not new for CIMC materials to contain information and activities that develop basic skills competencies in students taking vocational training. What **is** new is the documentation or flagging of basic skills in CIMC materials, and further enhancement of basic skills activities. To accomplish this, the CIMC has developed a "Five Point Approach to the Integration of Basic Skills into the Curriculum." Following is a brief description of this process.

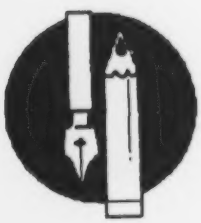
I. Basic Skills Icons

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, to denote which of nine general basic skill categories is being emphasized. These icons are located in the left margins of assignment, activity, and job sheets. The nine basic skill areas are as follows:

Reading Skills

The activities identified by this icon deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials.

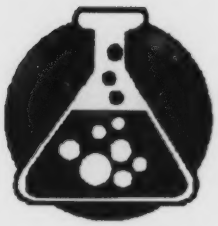
Writing Skills



Tasks identified with this icon promote development of skills in written communication ranging in complexity from filling out forms to the written expression of ideas and concepts related to vocational exploration or performance.

Mathematics Skills

This icon identifies activities that develop vocationally related skills in computation; measurement and estimation; selection and application of appropriate mathematical process; and collecting, displaying, or interpreting data.

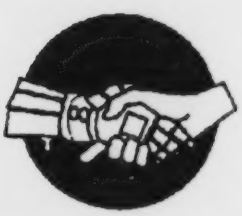


Science Skills

The science icon marks activities that are related to the development of skills in either the physical or biological sciences. These skills stress occupationally related applications of science and technology.

Oral Communication Skills

This icon identifies activities that promote development of effective speaking and listening skills. They include practice in such areas as speaking techniques, word choice, nonverbal messages, use of communication media, and using active listening techniques.



Interpersonal or Relating Skills

Activities that deal directly with skills in relating to others are marked with this icon. This includes areas such as group processes and dynamics, negotiation, dealing with conflict, and leadership/motivation.

Creative Thinking and Problem Solving Skills

This icon identifies activities that stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives/outcomes, and developing solutions.

Employability Skills

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks and more general items such as career planning, job search, business etiquette, and maturing in one's work environment.

Social Studies Skills

This icon is used to identify activities that stress competencies in fields relating to human society and its distribution and relationships. This includes all the social sciences such as history, economics, geography, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

Some activities in the CIMC materials develop skills in more than one of the nine basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the icon used is the one judged to be the primary, or the most heavily emphasized, activity. When there is no clear-cut difference between importance of skill area, multiple icons are used.

II. Enablers

Once the **general** basic skill activity has been identified by an icon, the CIMC takes the process one step further by indicating the **specific** skills that are addressed in an activity. This is accomplished by using enabling skills, or "enablers."

Lists of enablers, or specific skills required for each activity, have been developed at CIMC for each of the nine basic skills areas. The enablers have been grouped into sets of related skills under each icon. The list of general skill categories under each icon is as follows:

Reading Comprehension Skills
Research and Reference Skills
Functional Reading Skills

Language Skills
Composition Skills
Research Skills
Functional Writing Skills

Operation and Calculation Skills
Math Application Skills
Data Analysis and Display Skills
Functional Math Skills

General Science Skills
Life Science Skills
Physical Science Skills
Earth Science Skills

Oral Presentation Skills
Listening Skills
Interactive Communication Skills

General Relating Skills
Teamwork/Cooperative Skills
Leadership/Influencing Skills

Enablers
Cognitive Activities Skills

Job Search/Selection Skills
Job Acquisition/Development Skills

Information Analysis Skills
Social Studies Application Skills
Functional Social Studies Skills

Applicable enablers, grouped under their general categories, are listed beneath each icon in the left-hand margin of the activity, assignment, and job sheets. For example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and references skills. The basic skills that the exercise is promoting would be depicted in the margin as follows:

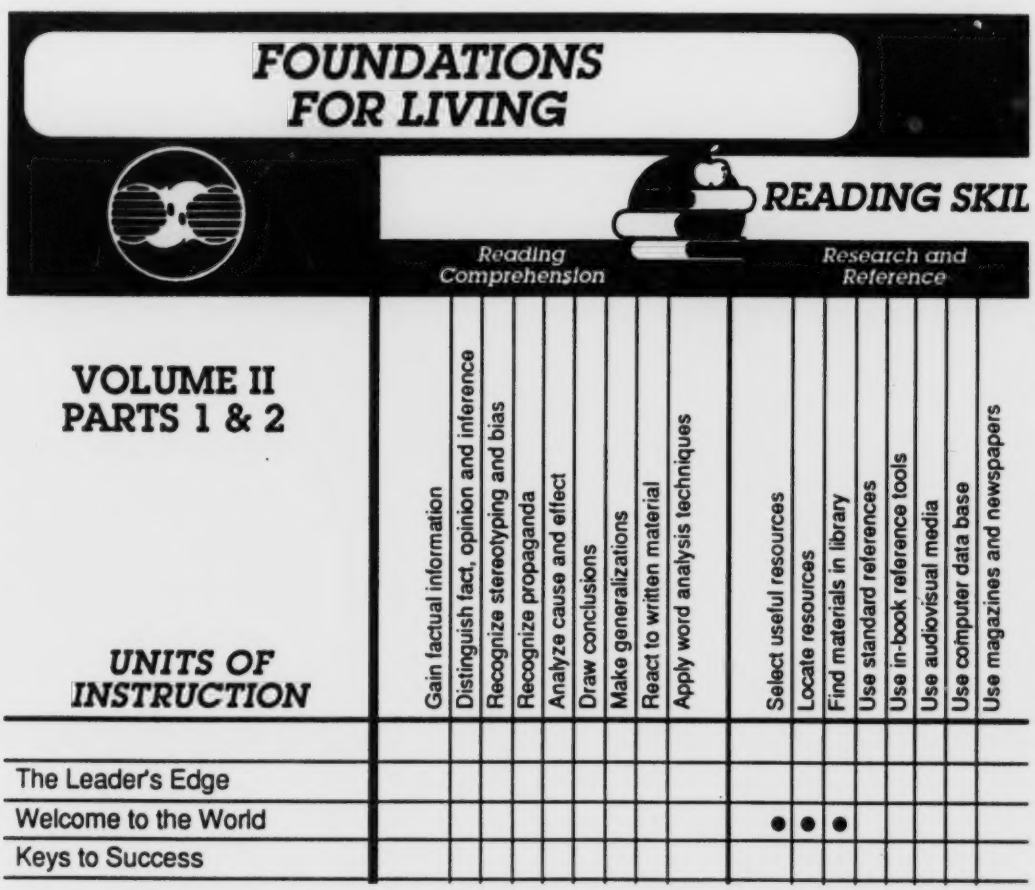
Reading Comprehension Skills
- Gain information

Research and Reference Skills
- Select useful resources
- Find materials in library

[Text]

III. Basic Skills Documentation Matrix

The third component of the CIMC basic skills instructional plan is the "Basic Skills Documentation Matrix." This attractive 22" x 34" wall hanging graphically depicts the basic skills in a CIMC curriculum guide unit by unit. It should be helpful to teachers in planning their instruction, and to administrators as documentation that basic skills **are** being addressed during the vocational training. Two copies of the matrix are included with each order of a teacher's book.



Matrices have been developed for most CIMC publications. For more information on those available for other programs, call CIMC Resale, 1-800-522-5810 Ext. 589 in Oklahoma, and 1-800-654-4502 in all other states.

IV. Suggested Evaluative Criteria

In some instances a "Suggested Evaluative Criteria" chart is included on assignment sheets to assist the teacher in scoring the basic skills portion of the assignment. As the title implies, these are suggestions only, and should be of use to the vocational teacher who has little experience or training in teaching or evaluating academic exercises such as composition writing. The criteria will usually appear with writing, oral presentation, or major project assignments. For example, suggested evaluative criteria given for a writing assignment would recommend number of points to be assigned for neatness of report, content, use of note cards, spelling, and grammar.

SUGGESTED
EVALUATIVE CRITERIA

1.	Note cards with proper information	10 points
2.	Bibliography	5 points
3.	Footnotes	5 points
4.	Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	15 points
5.	Composition skills (topic sentences, introductory paragraph)	15 points
6.	Content	45 points
7.	Neatness of report	5 points
	TOTAL	100 points

V. Instructional Supplement

Often job, activity and/or assignment sheets are accompanied by a "Basic Skill Instructional Supplement." These instructional supplements are grouped together; e.g., all job sheet instructional supplements will appear as a group in each unit. These series will appear directly in front of the exercises with which they are to be used--job, activity, or assignment sheets.

The supplement is a tool for the instructor to use in helping students apply the basic skills in their assignments. Some supplements are appropriate for use with all students; some are for use only with those students who do not understand the academic skills called for in the exercise. The supplement will be similar in format and content to the Suggested Activities portion of the CIMC materials.

INSTRUCTIONAL SUPPLEMENT	***USE AUTOMOTIVE SERVICE REFERENCE MATERIALS*** *I*
ASSIGNMENT SHEET	Skill development for: MATHEMATICS • Introduce the assignment to the students by discussing with them the purpose of graphs. Stress the ability of graphs to represent numerical data in easy-to read, visual format. • Use Student Supplement 3, "Interpreting Graphs," to review with students the major types of graphs and how they should be read.

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The five basic skills components:

- Icons
- Enablers
- Matrix
- Suggested Evaluative Criteria
- Basic Skills Instructional Supplements

are currently being phased into CIMC publications in graduated stages. While not all publications presently contain all five components, missing components will be added as books are revised and reprinted.

Lynna Ausburn, Ph.D.
Development Coordinator

Billie Frazier
Copy Specialist

OBJECTIVE SHEET	PROOF OPERATOR I

INTRODUCTION

The Proof Department is the area that processes every transaction received by all the other departments of the financial institution. Its main functions are:

- **proving** the transactions are correct
- **encoding** items for posting
- **sorting and distributing** items to their final destination

The machine used to expedite this process is a proof machine and encoder. This machine counts and consecutively numbers every item, proves the transactions, imprints in magnetic ink all the information required to post the items, endorses or cancels documents as needed, sorts and groups like items, and prepares a master journal tape that lists every item processed as well as the grand total for each group of documents.

UNIT OBJECTIVE

After completion of this unit the student will be able to identify the basic components of proof systems, match operational functions of the proof system to their purposes, and demonstrate the operations of a proof system. The student will demonstrate these competencies by completing the assignment and job sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with proof operations to their definitions.
2. List the characteristics of an NCR series proof system.
3. Label the parts of an NCR series proof system.
4. Match purposes and functions to the individual parts of an NCR series proof system.
5. State the purposes and functions of the system control and display panel keys.
6. List what happens or what it means when system control and display panel lights flash or light.
7. State the correct operator responses to system control panel indicator messages.
8. List the purposes and uses of the function control keys.
9. Write the word or phrase that completes sentences about the characteristics of individual pockets.

10. Write the word or phrase that completes sentences about the MICR encoding of float analysis and item count on deposit tickets.

11. Write the word or phrase that completes sentences about the characteristics and purposes of the MICR imprinting of tran codes.

12. Write the word or phrase that completes sentences about the characteristics of endorsements and the endorser unit..

13. Arrange in sequence the path an item takes as it goes through the proof system.

14. Label the printing found on pocket lister tapes.

15. Label the printing found on the master journal tape.

16. Arrange in sequence the steps that should be taken to identify the type of proof error.

17. List the four types of errors commonly made by depositors/customers.

18. Describe the steps to correct depositor/customer error.

19. Arrange in sequence the steps taken to correct proof operator error.

20. Arrange transactions in correct processing order. (Assignment Sheet 1)

21. Prove accuracy of individual transactions. (Assignment Sheet 2)

22. Analyze transactions and write the information for the magnetically encoded fields printed on the items. (Assignment Sheet 3)

23. Analyze operator processing sequences. (Assignment Sheet 4)

24. Calculate float amount and item count. (Assignment Sheet 5)

25. Analyze transactions and write the correct tran codes. (Assignment Sheet 6)

26. Analyze transactions to identify the errors made by depositors and the action required to correct them. (Assignment Sheet 7)

27. Analyze transactions to identify the errors made and correction steps required. (Assignment Sheet 8)

28. Arrange transactions in order, ready to process. (Job Sheet 1)

29. Operate a proof machine. (Job Sheet 2)

SUGGESTED ACTIVITIES	PROOF OPERATOR I
PREPARATION	Study the specific objectives to determine those you will cover in your presentation. Decide which objectives should be taught to which students. Determine scope and sequence of objectives that you will add. Design and develop support materials, including evaluation techniques, for additional objectives. Adapt the information and assignments to the proof system used in your program by preparing for the students handouts consisting of diagrams, pictures, or operating instructions for your particular machine. Include information related to basic operations such as loading fanfold paper, changing pocket lister tapes and lister printer rolls, loading MICR encoding ribbons, and clearing jammed documents. Prepare packets that are compatable with the available machine for the students to use with the Job Sheets. Arrange a tour through the Proof Department of an area financial institution. Obtain copies for display of MICR encoded documents. Display these documents for the students to examine.
DELIVERY	Discuss the unit and specific objectives. Emphasize how the specific objectives will lead to attaining the unit objective which is a vital prerequisite to obtaining employment as a proof operator. Relate the objectives to other areas of financial institutions and to previously presented class assignments. **Objective 1: Match terms associated with proof operations to their definitions.** • Use information sheets to discuss terms associated with proof operations. • Show students examples of the terms. • Relate the terms to the students on a personal basis by discussing with them what each term will mean as a bank customer or employee. **Objective 2: List the characteristics of an NCR series proof system.** • Use the information sheet to discuss the characteristics of proof systems.

- If a machine is available, have the students gather around it and relate each process described to the part of the machine where it takes place.

- If time permits, demonstrate appropriate characteristics such as "line lock" or "manual override of encoding function" as you discuss them.

Objective 3: Label the parts of an NCR series proof system.

- Use the information sheet to discuss the parts of the proof system.

- If a machine is available, have students gather around it. Locate and point to each of the parts.

- Provide labeled pictures of your particular machine if it is not like the equipment presented in the unit.

- Demonstrate the use of the machine if possible.

Objective 4: Match purposes and functions to the individual parts of an NCR series proof system.

- Use the information sheet to discuss the purposes and functions of parts of the proof system.

- Provide pictures of your particular machine if it is not like the equipment presented in this unit.

- Point out the similarities and differences between the two machines if your system is different from the one presented in this unit.

- Demonstrate some of the purposes and functions of the equipment.

- Have students practice and observe some of the techniques you have demonstrated.

Objective 5: State the purposes and functions of the system control and display panel keys.

- Use the information sheet to discuss the purposes and functions of the control and display panel keys.

- Demonstrate the functions of the control and display panel keys.

- Explain the importance of knowing and remembering how to restore the machine to normal operations after a function control key has been activated.

Objective 6: List what happens or what it means when system control and display panel lights flash or light.

- Use the information sheet to discuss the messages sent to the operator by the control and display panel indicator lights.
- Explain some of the malfunctions that might occur during processing that will be detected by the sensors built into the machine.
- Demonstrate the actions that cause the indicator lights to turn on and explain the operator's responses to these messages.

Objective 7: State the correct operator responses to system control panel indicator messages.

- Use the information sheet to discuss the operator's responses to the control panel indicator messages.
- Demonstrate some of the operator's responses to control panel messages.
- Show the students the MICR ribbon and point out where the sensors are located.

Objective 8: List the purposes and uses of the function control keys.

- Use the information sheet to discuss the purpose of each of the function control keys located on the data entry keyboard.
- Have the students gather around the proof machine and observe where the keys are located.
- Demonstrate the function control keys and, if time permits, have the students practice using the keys.

Objective 9: Write the word or phrase that completes sentences about the characteristics of individual pockets.

- Use the information sheet to discuss the characteristics of the individual pockets.
- Have the students gather around the proof machine and observe where the pockets are located while you discuss the pockets' characteristics.

Objective 10: Write the word or phrase that completes sentences about the MICR encoding of float analysis and item count on deposit tickets.

- Use the information sheet to discuss the MICR encoding of float analysis and item count on demand deposits.

- Obtain leaflets from a local bank explaining the Availability of Funds law and its relationship to float.
- Describe the illegal practice of "kiting" and its relationship to the importance of the amount of float contained in a deposit.
- Obtain an actual deposit slip on which the amount of float has been recorded so that the students may see it first hand.

Objective 11: Write the word or phrase that completes sentences about the characteristics and purposes of the MICR imprinting of tran codes.

- Use the information sheet to discuss to discuss the MICR imprinting of tran codes.
- Obtain some documents that have been encoded with various tran codes and show them to the students.
- Demonstrate at the proof machine how a tran code is encoded on a document, and if time permits, have the students practice encoding tran codes.

Objective 12: Write the word or phrase that completes sentences about the characteristics of endorsements and the endorser unit.

- Use the information sheet to discuss the characteristics of the endorser unit.
- Demonstrate how to change the date and year.
- Discuss the reasons why some items are endorsed and some are not.
- Demonstrate the use of a pocket on the proof machine that automatically endorses. Show the students the endorsement.
- If time permits, have the students identify items that should be endorsed and send them to a pocket that endorses.

Objective 13: Arrange in sequence the path an item takes as it goes through the proof system.

- Use the information sheet to discuss to discuss the path an item follows through the proof system.
- Have the students gather at the proof machine to observe the console as you point out characteristics and discuss the sequence an item follows.
- Stress the necessity of tearing off tapes very carefully to keep from jamming the pockets.

- Demonstrate the proper way to remove and/or replace the tapes.

Objective 14: Label the printing found on pocket lister tapes.

- Use the information sheet to discuss the printing on a pocket lister tape.
- Show the students an actual tape from a previous run and have them discuss what they can learn from the tape.

Objective 15: Label the printing found on the master journal tape.

- Use the information sheet to discuss the printing on a master journal tape.
- Show the students an actual master journal tape, explain its purpose, and have them discuss what they can learn from it.
- Stress to the students that **EVERYTHING** they input into the proof machine will appear on the master journal tape and on a corresponding pocket tape.

Objective 16: Arrange in sequence the steps that should be taken to identify the type of proof error.

- Use the information sheet to discuss the steps they should follow to identify the type of proof error.
- Demonstrate the steps by running intentional error items through the machine and having students follow the steps and identify the error.

Objective 17: List the four types of errors commonly made by depositors/customers.

- Use the information sheet to discuss the types of errors made by depositors.
- Find or prepare some deposit slips with errors. Have the students find the error and discuss whether it will be corrected with a debit or a credit.

Objective 18: Describe the steps to correct depositor/ customer error.

- Use the information sheet to discuss the steps that should be followed to correct a customer error.
- Using the samples from Objective 17, have the students explain or demonstrate how to correct the error.

Objective 19: Arrange in sequence the steps taken to correct proof operator error.

- Use the information sheet to discuss the steps that should be followed to correct proof operator errors.
- Using the samples from Objective 16, have the students explain or demonstrate how to correct the error.

APPLICATION

Objective 20: Arrange transactions in correct processing order. (Assignment Sheet 1). (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1 to give them practice identifying and arranging debits and credits in the proper order.

Objective 21: Prove accuracy of individual transactions (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2 to give them practice identifying debits and credits and proving the accuracy of each transaction.

Objective 22: Analyze transactions and write the information for the magnetically encoded fields printed on the items. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3 to give them practice naming and writing the magnetically encoded fields of information.

Objective 23: Analyze operator processing sequences. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4 to give them practice identifying and responding to the messages given by the control and display panel lights.

Objective 24: Calculate float amount and item count. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5 to give them practice identifying the MICR encoding of float analysis and item count.

Objective 25: Analyze transactions and write the correct tran codes. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6 to give them practice with the MICR encoding of tran code.

Objective 26: Analyze transactions to identify the errors made by depositors and the action required to correct them. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7 to give them practice identifying and correcting customer errors.

Objective 27: Analyze transactions to identify the errors made and correction steps required. (Assignment Sheet 8)

- Have the students complete Assignment Sheet 8 to give them practice distinguishing between customer and proof operator errors and correcting both types.

Objective 28: Arrange transactions in order, ready to process. (Job Sheet 1)

- Prepare packets that are compatible with the available machine for the students to use with this Job Sheet as well as with Job Sheet 2.
- Have students complete Job Sheet 1 to give them practice in correcting the order of a batch ready for proofing.
- Specify which items are to be considered "clear," "transit," and "on-us" items. Advise students verbally or have them mark the items.
- Instruct students to keep the items in order so that they can use them with Job Sheet 2.

Objective 29: Operate a proof machine. (Job Sheet 2)

- Have students complete Job Sheet 2 to give them hands-on practice in proving items on a proof machine.
- Opening and closing procedures should be specified in advance.
- Give any specific instructions needed, based on the packet prepared for the available machine.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Checkpoint: A Training Video on the New Expedited Funds Availability Act.* Oklahoma Bankers' Association, P.O. Box 18246, Oklahoma City, Oklahoma 73154.
- *You Can Bank on It: A BancTraining Video.* BancTraining Video System, P.O. Box 10390, Des Moines, Iowa 50306.

UNIT REFERENCES

- *Demand Deposit Accounting: A Programmed Training Unit.* American Bankers Association, Washington, D.C., 1975.
- *Do's and Don'ts for Bank Bookkeepers and Proof Clerks.* American Bankers Association, Washington, D.C., 1971.
- *Financial Terminology.* National Cash Register, Dayton, Ohio, 1973.
- Wallgren, Harold. *Principles of Bank Operations, rev. ed.* American Institute of Banking/American Bankers Association, Washington, D.C., 1975

PROOF OPERATOR

INTRODUCTION

Not all proof machines are programmed exactly alike. Some machines require that the debits be entered before the credits. In others the account number configurations may be different or the number of pockets may have increased or decreased. A proof machine can have as many as twenty pockets or as few as one. However the purposes and functions of the parts of the proof machine are essentially the same, varying little from one to another. Therefore, if you learn to operate a multi-pocket proof machine, you can be assured that you can easily adapt to a one-pocket system.

It will be easier for you to understand the purposes and functions of the different parts of the proof system if you can visualize its operations and know why they are used. Important points in the processing sequence are:

- Start-up procedures performed completely and in sequence.
- Documents held in media tray until processed.
- Data indexed in specific order.
- Data stored in machine buffer until all items entered.
- Distribution key pressed to show to show entry is complete.
- DOC REQ (document required) lit to show machine is ready to receive item.
- Document inserted in entry station.
- Transaction printed on master journal record and pocket lister tapes and stored.
- Item transported through encoding sections, sorted to pocket.
- Similar documents collected and held in pockets until needed.
- All items counted in grand total and pocket total.
- Appropriate items endorsed or stamped during processing.
- If error detected, machine stops.

May be photocopied for student use

DIRECTIONS

Complete the paragraph "A Day in the Life of a Proof Operator" by writing the correct missing word on the corresponding numbered line. You may use any of the information sheets.

A Day in the Life of a Proof Operator

The first thing the proof operator must do is gather up some transactions, or work, to be processed. This is placed in the __1__ to be held until it can be completed. To power up the machine, the operator first presses the __2__ and then presses the __3__. The machine checks to see that all its components are programmed and functioning properly and prints a record of this and all other activity on the __4__ which is also known as the __5__ paper. The first document to be encoded is a check which has the routing and account number already encoded on it, so the amount is indexed on the __6__ and held in the buffer until needed. Since on-us checks are automatically sent to the on-us check pocket by pressing the __7__ key, this is done. Depressing the key initiates the __8__ light and prints a record of the transaction on the master journal tape and the __9__ tape. The operator inserts the document into the __10__ station which positions the item for transport. The __11__ moves the item through the processing areas and into the proper __12__, where it is __13__ until removed. The next item to be processed is a demand deposit. The operator indexes the account number and presses the __14__ key to select this special function which is displayed on the __15__. To get the credit sorted to pocket 1 automatically, the __16__ is pressed. At the end of the day, the operator can check the __17__ which will provide a grand total of the number of items processed through the machine.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

May be photocopied for student use

PROOF OPERATOR

1. media tray
2. on-off power switch
3. on-off console switch
4. master journal tape
5. fanfold
6. data entry keyboard.
7. debit
8. document required
9. pocket lister
10. document entry
11. document transport
12. pocket
13. stored
14. ACC'T NO.
15. system control and display panel
16. distribution (credit)
17. item counter

INFORMATION SHEET	PROOF OPERATOR	I

OBJECTIVE 1

Match terms associated with proof operations to their definitions.

- **ABA number** — number assigned by the American Banker's Association identifying the bank and its location

  NOTE: This number is usually printed in a fraction in the upper right corner of checks.

- **account number** — number assigned by bank to an individual customer's account

- **bank endorsement** — endorsement printed on the back of items passing through the bank

  NOTE: A Full Endorsement contains the legend: "Pay to the order of any bank, banker or trust company. All prior endorsements guaranteed." It also shows the date, bank's name and transit number, machine and tracer number that corresponds with the proof journal tape. A Partial Endorsement contains all the information with the exception of the legend.

- **bank stamp** — a word, usually "PAID" or "CANCELED," stamped on the front of checks indicating final payment

- **batch** — group of items for one proof operation or all the items in one pocket

- **buffer** — location in the core memory where data is temporarily stored until encoded on a document

- **cash in slip** — substitute document for cash coming into a bank (debit)

- **cash items** — documents, commonly checks, which a bank accepts for immediate credit to depositors' accounts

- **cash out slip** — substitute document for cash going out of a bank (credit)

- **check** — draft drawn on a bank by a depositor and payable on demand

- **clear** — collection and final payment of a check

- **clearinghouse** — an association of banks in a city used for rapid and efficient collection of checks drawn on member banks

- **collection items** — items received by a bank that are subject to collection before being credited to depositors' accounts
- **collection time** — number of days required to receive payment or notice of dishonor of an item in the process of collection
- **credit** — an item, such as deposits and cash-out tickets, subtracted from the proof total
- **cut pockets** — total pockets and remove the items
- **cut slip** — a form encoded to show the total amount and number of items recorded
- **debit** — an item, such as checks and cash-in tickets, added to the proof total
- **deposit ticket** — itemized slip listing cash and cash items to be credited to the depositor's account
- **depositor** — any person, firm, corporation, or association placing money in a bank to be credited to an account
- **distribution number** — a 2-digit code designating the pocket to sort the item to during the proof process
- **encoding** — imprinting numbers and characters in magnetic ink along the lower edge of documents

  NOTE: The lower edge of the documents is the space reserved by the ABA for MICR encoding
- **field** — the special area at the lower edge of an item reserved for encoding the serial number, bank number, account number, check number, tran code and the amount of the item
- **float** — the portion of a bank deposit represented by cash items in the process of collection

  NOTE: Cash and on-us checks are not included in float
- **index** — physically pressing keyboard keys to enter a number; also called keyboarding
- **item** — term that includes any instrument payable in money
- **line lock** — status of machine that is inoperable because proof total is out-of-balance
- **master journal tape** — the fanfold paper that provides a printed record of every transaction processed through the proof system

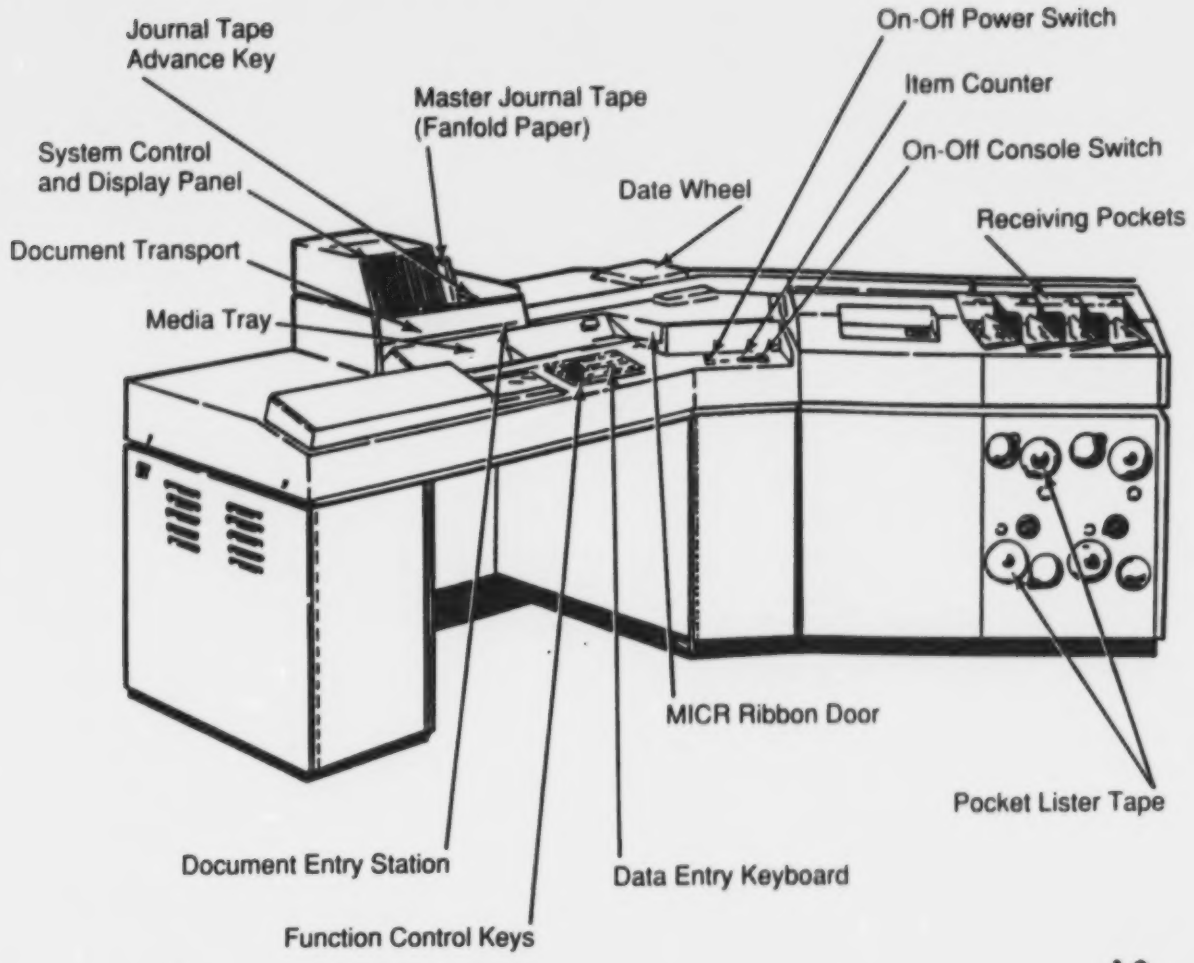
- **MICR** — Magnetic Ink Character Recognition, the process permitting automatic processing of documents by electronically reading the characters printed in special magnetic ink
- **on-us checks** — depositor's checks presented for payment at the bank on which they are drawn; also called a house check
- **proof** — process of testing a transaction to ensure the total amount of debits equals the total amount of credits
- **proof department** — the section of the bank that proves, sorts and distributes all bank transactions
- **routing and transit symbol** — number that determines the collection route of transit items drawn on banks that remit at par throughout the United States and territories

  NOTE: The first part of this hyphenated number identifies the financial institution's location (city, state, or territory); the second part identifies the financial institution itself. This number is the numerator of the fraction usually printed in the upper right corner of checks.
- **tran (transaction) code** — the 2-digit number that governs how an item will be posted when read by the computer
- **transactions** — all work for the proof department
- **transit items** — items drawn on a bank outside the town or city of the receiving bank
- **transit letter** — a form of deposit slip that lists transit items being forwarded from that bank to the drawee bank
- **uncollected funds** — amount of float in a depositor's account

OBJECTIVE 2

List the characteristics of an NCR series proof system.

- Accepts transactions in specific order, debits before credits or reverse
- Proves accuracy of each transaction, i.e. total debit amount=total credit amount
- MICR encodes each document automatically
- Allows data to be encoded manually or machine programmed
- Distributes items to selected pockets
- Applies bank endorsement or bank stamp on appropriate items
- Prepares a master journal tape
- Prepares pocket lister tapes on multiple pocket machines
- Accumulates and encodes float analysis
- Line locks if proof total is out of balance
- Retains proof error for subsequent correction
- Provides for manual override of encoding function

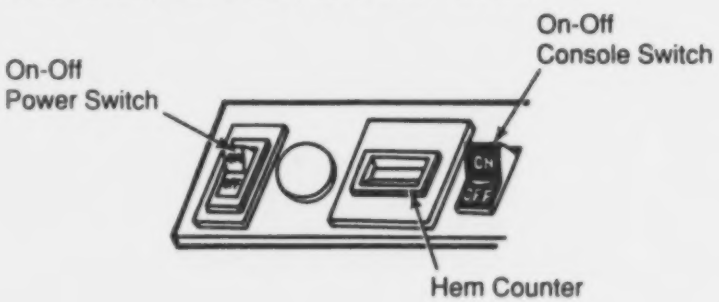

Journal Tape
Advance Key
Master Journal Tape
(Fanfold Paper)
On-Off Power Switch
Item Counter
On-Off Console Switch
System Control
and Display Panel
Date Wheel
Receiving Pockets
Document Transport
Media Tray
MICR Ribbon Door
Pocket Lister Tape
Document Entry Station
Data Entry Keyboard
Function Control Keys

OBJECTIVE 4

Match purposes and functions to the individual parts of an NCR series proof system.

- **data entry keyboard** — 10-key numeric cluster with single and double zeros for a 12-digit amount field
- **date wheel and endorser door** — allows access to unit which prints date and bank endorsement on items
- **document entry station** — automatically positions item for transport
- **document transport** — moves document from entry station through processing areas and into the proper pocket
- **function control keys** — used to select programmed optional functions and to correct and override certain conditions occurring during processing (See Objective 8)
- **item counter** — provides grand total of all items processed, except reversing entries which are not counted (see figure below)
- **journal tape advance key** — allows manual advance of tape
- **master journal tape (fanfold paper)** — records printed, chronological record of every item for comparison to listing on deposit ticket (See Objective 15)
- **media tray** — holds work to be processed
- **MICR ribbon door** — allows access to MICR ribbon
- **on-off console switch** — manually operated gray switch controlling power to the pockets only; allows the power for the entire machine to be left on all day (See figure below)
- **on-off power switch** — manually operated red switch controlling main power supply (See figure below)

NOTE: This switch controls total power. The machine is usually turned off only after closing at the end of the day.



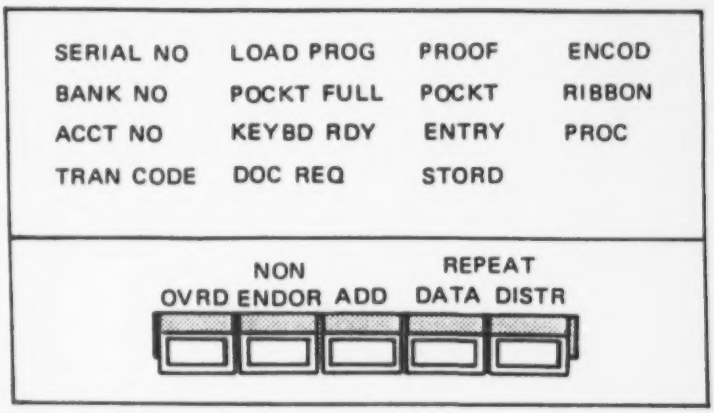
pocket lister printers — prints a record of items sorted to the pocket showing tracer number, amount, symbols, bank number, date, machine number, pocket number, and totals (See Objective 14)

receiving pockets — receives and stores items until removed (See Objective 9)

system control and display panel — displays special functions selected by operator and houses infrequently used control keys (See Objectives 5, 6, and 7)

OBJECTIVE 5

State the purposes and functions of the system control and display panel keys.



The less frequently used control keys are located in the system control and display panel. The selected key must be depressed to initiate the function and pressed a second time to release the selection. The only exception to this is the OVRD (Override) key that restores itself automatically. For this reason these keys should be used carefully. It is easy to forget to release the selection. Once pressed, the key will overrule any automatically programmed function and any operator-indexed data. For example, if the REPEAT DISTR (Repeat Distribution key) is selected, all items will be sorted to the same pocket regardless of the pocket selected until the key is released.

OVRD (Override)

- Clears processing errors when used with the CLEAR key
- Can be used to clear totals when proof is not in balance
- Permits operator to override encoding and check digit verification procedures

NON ENDOR (Non Endorse)

- Inhibits printing of endorsement
- Inhibits printing of bank stamp

ADD

- Puts unit in adding machine mode, allowing addition and subtraction operations
- Permits addition and subtraction without effecting proof totals

REPEAT DATA

- Permits repeat encoding of data on consecutive documents

REPEAT DISTR (Repeat Distribution)

- Permits repeated distribution for consecutive documents

OBJECTIVE 6

List what happens or what it means when system control and display panel lights flash or light.

Panel lights are housed in the system control and display panel. They display operating status of machine using lighted messages. See the picture in Objective 5.

SERIAL NO., BANK NO., ACCT NO., TRAN CODE

- Lights when function key is pressed to designate data has been stored in the serial number, bank number, account number, or transaction code field
- Remains lit until transaction complete

LOAD PROG (Load Program)

- Lights if program cannot be loaded or contains an error

POCKT FULL (Pocket Full)

- Lights when 250 items have been sorted to pocket
- Remains lit until items are removed

KEYBD RDY (Keyboard Ready)

- Lights when unit is ready for data input from the keyboard

DOC REQ (Document Required)

- Lights to inform operator that document must be inserted in transport to continue processing

PROOF [flashing light]

- Informs operator that proof total is out of balance
- Line locks (is inoperable) unless ERR REL key is pressed prior to entry

POCKT (Pocket) [flashing light]

- Lights when a document did not enter the selected pocket

ENTRY [flashing light]

- Lights if key sequences or distribution number entry not acceptable
- Indicates keyboard buffer or field space overflow
- Informs operator of check-digit verification failure or of two keys pressed at once

STORD (Stored)

- Lights following error transfer to remind operator of error

ENCOD (Encode) [flashing light]

- Informs operator of machine-detected encoding error
- Inhibits processing until cleared by pressing OVRD key

RIBBON [flashing light]

- Lights if MICR encoding ribbon has broken or is empty
- Indicates that machine is inoperable until condition is remedied

PROC (Processor) [flashing light]

- Lights for machine-detected processor malfunctions

OBJECTIVE 7

State the correct operator responses to system control panel indicator messages.

LOAD PROG

- Reload program
- Notify supervisor if reloading fails

POCKT FULL

- Requires no immediate response, but must be cleared before capacity is reached or machine will lock up

DOC REQ

- Insert a document or a batch header if cutting pockets

PROOF (flashing)

- Subtotal to determine the net amount of error

  NOTE: Until the error is cleared, entries may continue only by pressing the ERR REL key prior to indexing the amount.

POCKT (flashing)

- Pull document from left to right through area until it catches
- Remove item and place behind the last document on the right in the pocket (if it won't transport)
- Press RESET switch

ENTRY (flashing)

- Press CLEAR key to clear error

ENCOD (flashing)

- Press OVRD to clear; place document in pocket if necessary

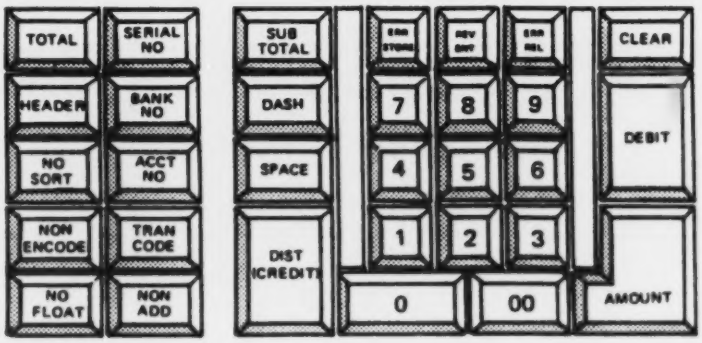
RIBBON (flashing)

- Replace or rethread MICR ribbon
- Press OVRD key

PROC (flashing)

- Press OVRD while pressing CLEAR key
- If all else fails, power down system

OBJECTIVE 8 | **List the purposes and uses of the function control keys.**



SERIAL NO., BANK NO., ACCT NO., TRAN CODE

- Designates where indexed characters are to be stored
- Designates the document field where indexed characters are to be encoded

TOTAL

- Causes selected total to print on fanfold and pocket lister tapes
- Clears selected total

SUBTOTAL

- Causes selected subtotal to print on fanfold and pocket lister tapes
- Does not clear amount from memory

HEADER

- Used during system startup
- Prints operator-indexed header information such as the date on fanfold paper

NO SORT

- Permits entries to be made without using documents
- Prints NS on fanfold and pocket lister tapes when this occurs

NONENCODE

- Prevents encoding on a field-by-field basis

NO FLOAT

- Overrides float total
- Indicates during startup that the six digits indexed are the date (used with header)

NONADD

- Prevents arithmetic operations, encoding, and endorsing
- Prints NA on master journal and pocket lister tape
- Used with HEADER key to change the consecutive number printed on master journal and pocket lister tapes

DASH

- Causes symbol (dash) to be inserted in buffer, then printed on item

SPACE

- Causes current buffer position to be bypassed
- Causes position not to be printed

DIST (CREDIT)

- Functions as automatic credit distribution to pocket designated if no pocket number is indicated
- Causes the previous two digits to be interpreted as a distribution number if the AMOUNT key was used after indexing the amount
- Initiates document required light
- Initiates printed record of transaction on master journal tape and pocket lister tape
- Functions as the subtract (minus) key when used in conjunction with the ADD mode key

CLEAR

- Erases numeric entry and turns off ENTRY indicator
- Turns off DOC REQ indicator and permits error corrections
- Permits operator to reset keyboard error conditions

DEBIT

- Indicates previously stored amount is a debit
- Functions as an automatic debit distribution to pocket designated
- Initiates document required light
- Initiates printed record of transaction on master journal tape and pocket lister tape

ERR STORE

- Permits operator to bypass proof error temporarily

REV ENT

- Reverses erroneous entry amounts from all totals
- Subtracts one from the error count

ERR REL

- Allows machine to accept a debit entry when proof is out of balance
- Permits one more transaction when machine is out of balance

AMOUNT

- Permits entry of numeric data
- Identifies previously entered numeric data as an amount
- Used with ADD key to allow numeric data to be added to adding machine total

OBJECTIVE 9

Write the word or phrase that completes sentences about the characteristics of individual pockets.

The individual receiving pockets are the part of the proof machine that stores the individual items after they are processed. It is important that the proof machine operator understand how the items are stored. The sensors located in the pocket consoles will detect when an item is missorted only if the machine malfunctions. It can not detect if the operator selects an incorrect pocket. For example, if a debit item that should go to pocket 5 is incorrectly indexed to pocket 3, the machine will not detect an error. However, if an item intended for pocket 5 is indexed to pocket 5, but is missorted to pocket 3, an error is detected, and the pocket light comes on to alert the operator of the error. Pockets have the following characteristics.

- There is a pocket assigned for each individual distribution key total. A one pocket machine receives all credits and all debits.
- Items are conveyed by the transport section to particular pockets according to the distribution key used.
- The POCKT FULL light illuminates when the pocket has received 250 items.
- The maximum pocket capacity is approximately 300 items. When a pocket is full, the machine is basically inoperable. The only function that operates is TOTAL. Both the pocket and the machine can be totaled.
- Pocket counter resets when a pocket has been totaled and the items have been removed.
- Items are grouped from left to right. The last item entering a pocket is the item to the far right of the group.
- Items are grouped in the same order as they appear on the pocket lister tape.

  NOTE: An item can be readily retrieved by referring to the fanfold paper to identify the pocket it entered.

OBJECTIVE 10

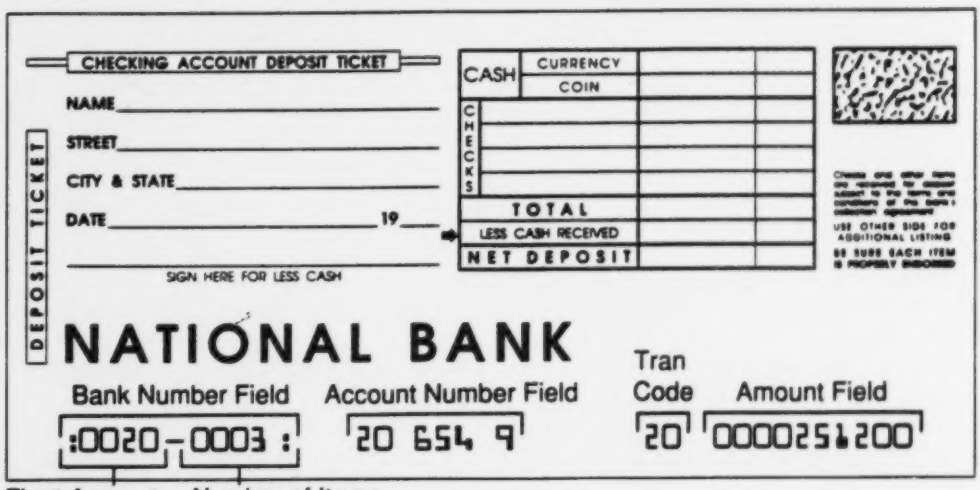
Write the word or phrase that completes sentences about the MICR encoding of float analysis and item count on deposit tickets.

Checks deposited by customers that are drawn on other banks are considered "uncollected funds" until the bank accepting the deposit receives payment from the drawee bank. The total amount of these items in the process of collection is called "float." Individual float items are usually not available for withdrawal until final payment has been received.

- Float amount is machine calculated on each individual deposit.
- Clear and transit checks included in deposit comprise float amount.
- Cash and on-us checks are not calculated in the float amount.
- Total amount of float is rounded to the nearest hundred before being printed on the deposit slip.

Note: All low-order digits, tens of dollars through cents, are dropped. For example, if the deposit total is $12,348.59, the amount imprinted as float is 0123. Since there is a four digit field for float amount to be imprinted, zeros fill any portion of the field not used.

- Float analysis total is printed in the first 4 digits of the bank number field.
- Float item count is printed in the last 4 digits of the bank number field and is machine calculated automatically.

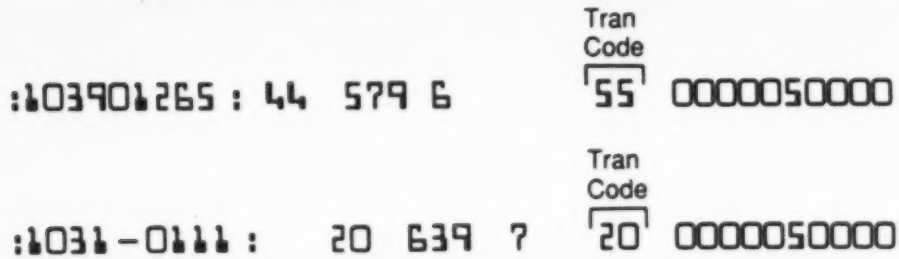


OBJECTIVE 11

Write the word or phrase that completes sentences about the characteristics and purposes of the MICR imprinting of tran codes.

- Tran (transaction) code specifies how each item will be posted on the account.
- A 2-digit tran code number is indexed prior to pressing the TRAN CODE key.
- Tran code prints in magnetic ink immediately to the left of the amount field.
- The TRAN CODE key used without a numeric entry preceding it will prevent a preselected tran code from being encoded.

NOTE: Most banks assign the ten's digit to just one type of entry. For example, demand deposit credits may be 20's series numbers and demand deposit debits may be 50's series numbers. Therefore, an on-us check may be assigned a tran code 55 while an automatic debit (such as a monthly transfer from checking to savings) might be a tran code 57 indicating that the entry was NOT a check.



OBJECTIVE 12

Write the word or phrase that completes sentences about the characteristics of endorsements and the endorser unit.

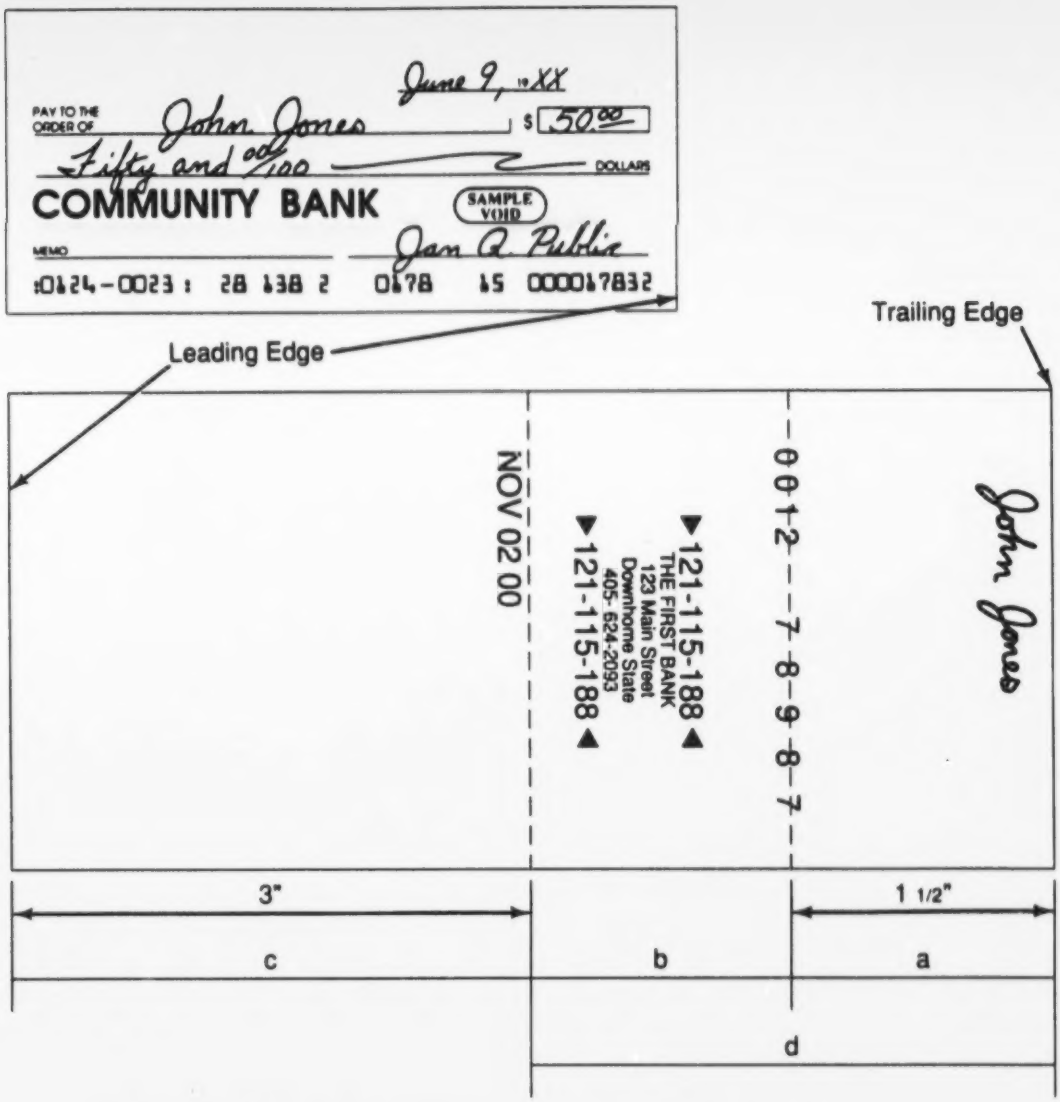
- The endorser unit is located above the MICR ribbon door and to the left of where the pockets join.
- The date must be changed daily and can be accessed through the endorser unit door.
- The machine is programmed to print the endorsement automatically on the back of documents sorted to selected pockets.
- Endorsement can be overridden at any time by pressing the NON ENDOR key.
- Certain sections on the back of the check are reserved for specific endorsements.

  a. Up to 1½" from the trailing edge is reserved for the payee (individual/company to which the check is made payable.

  b. Starting at 3" from the leading edge to 1½" from the trailing edge is reserved for the depository bank. Required information for this area is the bank's 9-digit routing number, the bank's name and location, and the endorsement date.

  c. From the leading edge to 3" from the leading edge is reserved for the collecting bank's endorsement.

  d. In the area from 3" from the leading edge to the trailing edge, the returning bank can place its endorsement.



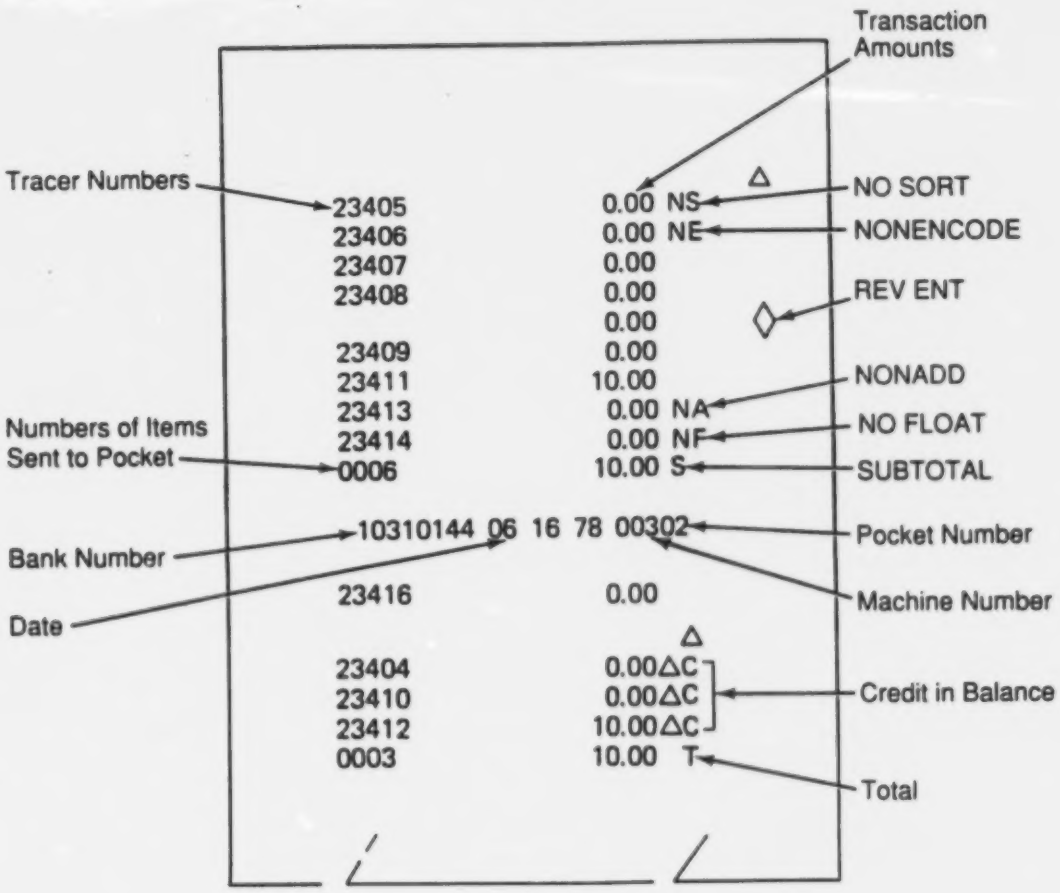
OBJECTIVE 13

Arrange in sequence the path an item takes as it goes through the proof system.

1. An item enters the system at the document entry station.
2. It is transported into the encoder printer where the data that is entered is encoded on the item.
3. It is transported into the endorser printer.
2. Finally it is transported and deposited into the designated pocket.

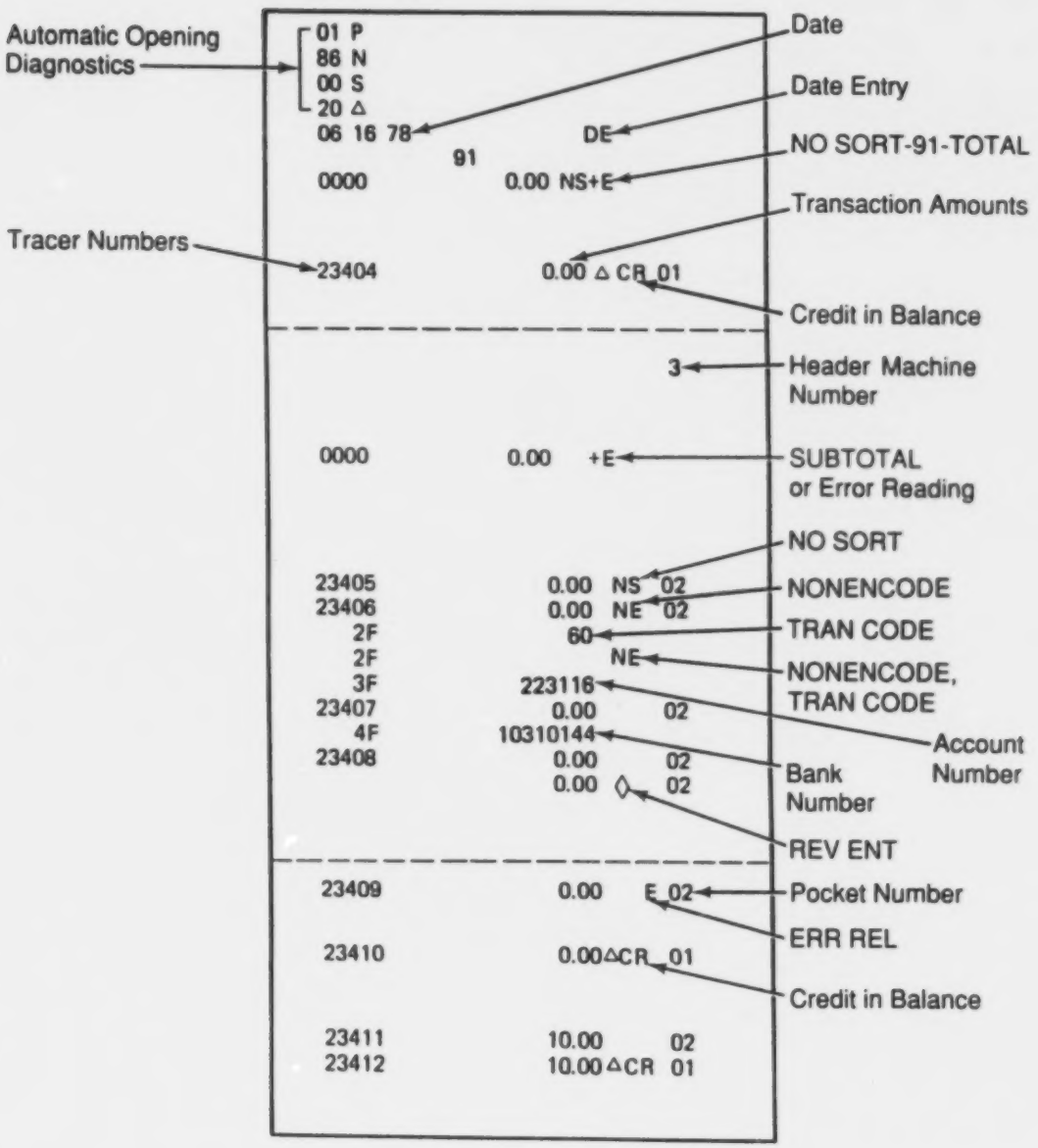
OBJECTIVE 14 **Label the printing found on pocket lister tapes.**

The pocket lister tape provides a record of every item sorted to the pocket. By reading the information on the pocket lister tape, the operator should be able to recognize errors and explain what function keys were used during the processing of the item.



OBJECTIVE 15 **Label the printing found on the master journal tape.**

The master journal tape provides a record of every transaction processed on the proof machine. By reading the information on the master journal tape, the operator can know exactly what happened on every transaction.



OBJECTIVE 16

Arrange in sequence the steps that should be taken to identify the type of proof error.

1. Depress SUBTOTAL key.

   NOTE: The NET amount out of balance prints on the master journal tape. This is not necessarily the amount of the error. For example, if a debit item was sorted to a credit pocket, the net amount out of balance would be twice the amount of the item. Also, more than one error may have occurred which would effect the amount out of balance.

2. Retrieve the last credit document processed (usually the deposit ticket).

3. Find the discrepancy by comparing the deposit ticket to the journal tape checking item by item.

4. Underline the error amount and the pocket number.

5. Retrieve the incorrectly processed document from the pocket whose number is underlined.

6. Determine if it is an operator error or a customer error.

   NOTE: If the encoding on the item matches the information written on the item itself, the operator has run the item correctly, indicating that the customer made the error. For example if a deposit slip lists a check for $85.00 and the master journal tape shows this check at $58.00, the operator retrieves the check from the pocket underlined. If the check was actually written for $58.00, then the customer made the error when listing the check. If the check was for $85.00 as listed, then the operator made an error when it was encoded as $58.00

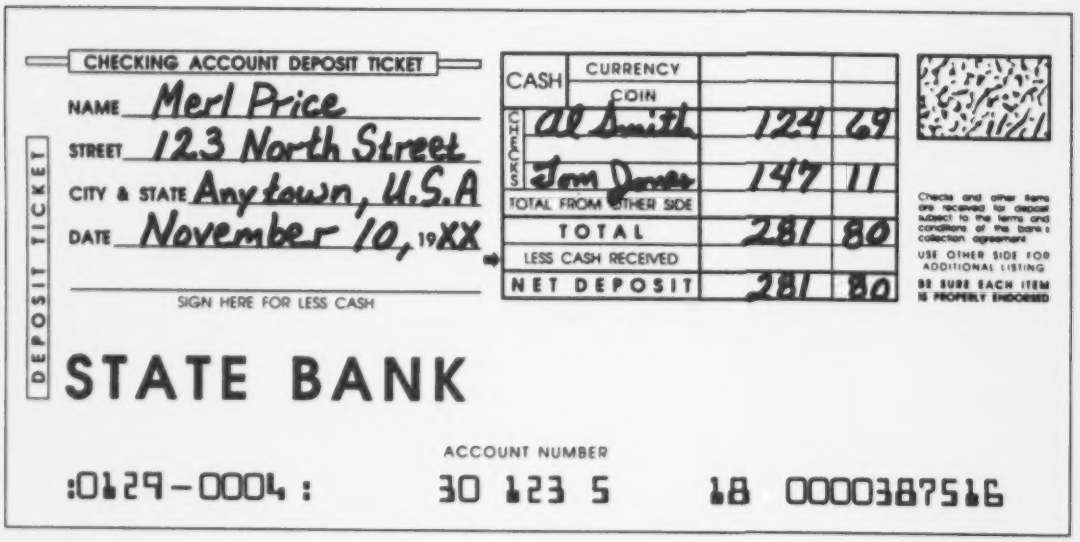
7. Follow the appropriate error correcting procedure (for operator error—reverse out of pocket, cover up encoding, and rerun; for customer error—prepare and process a correction notice).

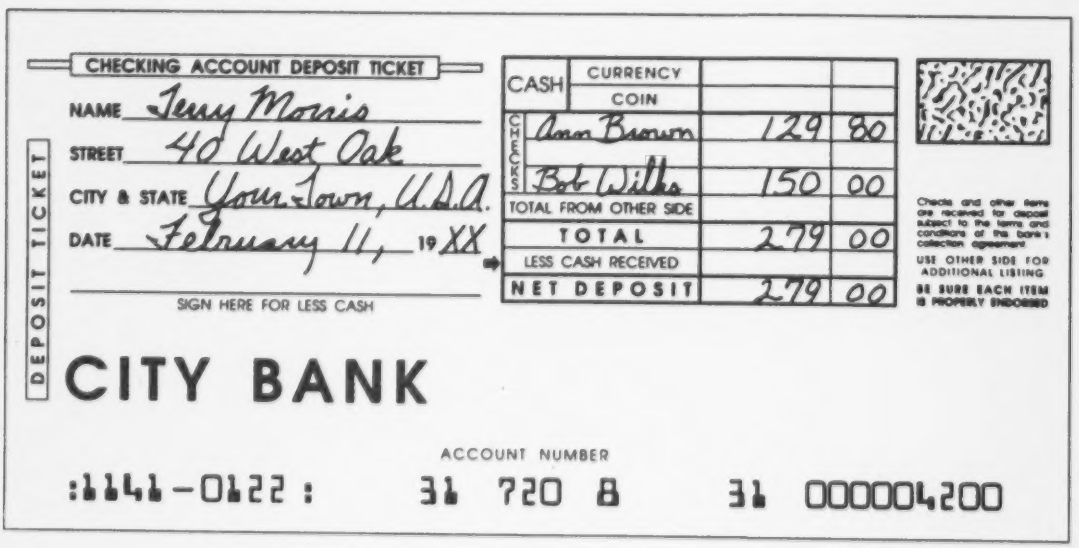
OBJECTIVE 17

List the four types of errors commonly made by depositors/customers.

There are four types of errors commonly made by customers. They are errors in addition and subtraction, check listed for incorrect amount, check listed but not included, and check included but not listed.

1. **Error in addition or subtraction**


CHECKING ACCOUNT DEPOSIT TICKET
NAME Merl Price
STREET 123 North Street
CITY & STATE Anytown, U.S.A
DATE November 10, 19XX
SIGN HERE FOR LESS CASH
DEPOSIT TICKET
CASH
CURRENCY
COIN
CHECKS
Al Smith 124 69
Tom Jones 147 11
TOTAL FROM OTHER SIDE
TOTAL 281 80
LESS CASH RECEIVED
NET DEPOSIT 281 80
Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement
USE OTHER SIDE FOR ADDITIONAL LISTING
BE SURE EACH ITEM IS PROPERLY ENDORSED
STATE BANK
ACCOUNT NUMBER
:0129-0004: 30 123 5 18 0000387516


CHECKING ACCOUNT DEPOSIT TICKET
NAME Jerry Morris
STREET 40 West Oak
CITY & STATE Your Town, U.S.A.
DATE February 11, 19XX
SIGN HERE FOR LESS CASH
DEPOSIT TICKET
CASH
CURRENCY
COIN
CHECKS
Ann Brown 129 80
Bob Wilks 150 00
TOTAL FROM OTHER SIDE
TOTAL 279 00
LESS CASH RECEIVED
NET DEPOSIT 279 00
Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement
USE OTHER SIDE FOR ADDITIONAL LISTING
BE SURE EACH ITEM IS PROPERLY ENDORSED
CITY BANK
ACCOUNT NUMBER
:1141-0122: 31 720 8 31 000004200

2. Check listed for incorrect amount

DEPOSIT TICKET

NATIONAL BANK

DATE 5-8 19XX

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME Thomas Malory

STREET 2626 W. 9th St.

CITY & STATE Anytown, U.S.A.

➡

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 4216-218-9

:0031-0121:

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	S. Jones	105	00
	J. Dunn	67	88
	P. Smith	21	65
	A. Potts	14	56
BE SURE EACH ITEM IS ENDORSED			
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
➡ LESS CASH RECEIVED			
TOTAL DEPOSIT		209	09

5-5-XX

PAY TO THE ORDER OF Thomas Malory $ 105.00

one hundred and five ——— DOLLARS

TWIN BANK SAMPLE VOID

MEMO Sam Jones

:204023587: 19 644 9 03242

5-8-XX

PAY TO THE ORDER OF Thomas Malory $ 21.65

Twenty-one and 56/100 ——— DOLLARS

SIMPLE BANK SAMPLE VOID

MEMO Pat Smith

:267024588: 29 023 5 00246

May 2, XX

PAY TO THE ORDER OF Thomas Malory $ 67.88

sixty-seven and 88/100 ——— DOLLARS

CITIZEN BANK SAMPLE VOID

MEMO Johnnie Dunn

:0022-0013: 42 578 6 00150

May 6, XX

PAY TO THE ORDER OF Thomas Malory $ 14.56

Fourteen and 56/100 ——— DOLLARS

COURTESY BANK SAMPLE VOID

MEMO Annie Potts

:0127-0024: 59 780 6 01892

3. **Check listed on the deposit slip but not enclosed with the deposit**

DEPOSIT TICKET

CITY BANK

DATE September 9, 19XX

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME Tommy Bennet

STREET 2111 S. 14th

CITY & STATE Anytown, U.S.A.

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 0964-202-1

:1271-0162:

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	T. Hale	61	00
	C. Anderson	15	75
	D. Cerlan	26	75
	M. Jones	89	00
BE SURE EACH ITEM IS ENDORSED			
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT	192	50

9-6-XX

PAY TO THE ORDER OF Tommy Bennet $ 61.00

Sixty-one and 00/100 DOLLARS

BENEFICIAL BANK SAMPLE VOID

MEMO Tommy Hale

:1431-0212: 30 689 2 00498

September 8-XX

PAY TO THE ORDER OF Tommy Bennet $ 15.75

fifteen and 75/100 DOLLARS

LOYAL BANK SAMPLE VOID

MEMO Christy Anderson

:0119-0008: 16 643 8 00263

9-9-XX

PAY TO THE ORDER OF Tommy Bennet $ 26.75

twenty-six and 75/100 DOLLARS

COMMON BANK SAMPLE VOID

MEMO Dianne Cerlan

:107802785: 52 480 2 00489

4. **Check included with the deposit but not listed on the deposit slip**

DEPOSIT TICKET

COUNTY BANK

DATE 8-25 19XX

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME DAVID DRAKE

STREET 0101 W. 10th

CITY & STATE YOURTOWN, U.S.

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 0066-920-5

:0146-0038:

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	J. HEARNE	63	92
	G. HUDSON	24	48
	S. ENGLISH	59	55
BE SURE EACH ITEM IS ENDORSED	C. DOSS	14	50
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT	162	45

August 21, XX

PAY TO THE ORDER OF David Drake $ 63.92

Sixty-three and 92/100 DOLLARS

EXCEPTIONAL BANK SAMPLE VOID

MEMO Janet Hearne

:0126-0132: 26 730 8 03893

8-23-XX

PAY TO THE ORDER OF David Drake $ 24.48

twenty-four and 48/100 DOLLARS

WORTHY BANK SAMPLE VOID

MEMO Geri Hudson

:204024876: 58 600 3 00047

August 23, XX

PAY TO THE ORDER OF DAVID DRAKE $ 16.00

Sixteen AND 00/100 DOLLARS

QUALITY BANK SAMPLE VOID

MEMO Don Massey

:1030-0211: 09 834 1 00133

8-24-XX

PAY TO THE ORDER OF David Drake $ 59.55

Fifty-nine and 55/100 DOLLARS

LEGITIMATE BANK SAMPLE VOID

MEMO Scott English

:1024-0125: 60 622 1 00143

8-25-XX

PAY TO THE ORDER OF David Drake $ 14.50

Fourteen and 50/100 DOLLARS

GENERIC BANK SAMPLE VOID

MEMO Chuck Doss

:104238995: 65 620 4 00341

OBJECTIVE 18

Describe the steps to correct depositor/customer error.

Most banks will not allow the amount on a deposit slip to be altered since the depositor would have no way of knowing about the change. The depositor's receipt would not match the bank's deposit slip and there would be no record as to why the change was made. Lowering the amount could also cause the customer to unknowingly overdraw the account. Therefore, to correct a depositor error, the proof operator must complete a "Notice of Change in Deposit" form. The original is a debit or credit item posted to the customer's account; a copy is mailed to the customer.

Steps to Correct Depositor Error

1. Identify the type of error.
   - Error in addition or subtraction
   - Item listed incorrectly on deposit slip
   - Missing an item that was listed on deposit slip
   - Extra item included but not listed on the deposit slip
2. Complete a "Notice of Change of Deposit" form describing the error and stating if the account will be debited or credited to correct the error.
3. Process the original form on the proof machine.
   - Errors in addition, subtraction, or incorrectly listed items will be debited or credited according to the error.
   - If a check is missing from the deposit, the account will be reduced with a debit sent to the on-us checks pocket or the savings withdrawal pocket.
   - If an extra check is included, the account will be increased with a credit sent to the demand deposit or savings deposit pocket.

   NOTE: It is important to send the correction notice to the correct pocket to reduce or increase the account. If the correction is sent to the wrong pocket, the error reading will usually be doubled. If this happens you will know that you probably debited when you should have credited, or vice versa. To correct this, reverse the entry, prepare the correct form, and process it again.
4. Mail a copy of the form to the customer.

OBJECTIVE 19

Arrange in sequence the steps taken to correct proof operator error.

There are many ways an error can occur during the processing of any item or transaction. Sometimes the depositor made a mistake, causing the error. However, sometimes the proof operator encodes an incorrect amount or sorts the item to an incorrect pocket causing an incorrect tran code to be encoded on the item. When the operator makes an error, it must usually be reversed out of the same pocket it was entered into and then re-run correctly after covering up the incorrect encoding.

Steps to Correct an Operator's Error

1. When an error has occurred, compare the last credit document with the master journal tape.
2. Underline all errors and pocket numbers on the tape.
3. Put your finger on the first error while you index the correction.
4. Reverse the error amount out of the pocket it went to.
   - Press ERR REL key.
   - Index the error (the amount that was underlined on the master journal tape).
   - Press AMOUNT key.
   - Index the pocket number (the one that is underlined on the master journal tape).
   - Press REV ENT key.
   - Press DIST/CREDIT key.
   - Advance master journal tape and check it to see if the reversal was made correctly.
5. If it is correct, go to step 6. If it is incorrect, circle it on the tape and follow the steps below to correct it before reversing the original error again.
   - Press ERR REL key.
   - Index amount of incorrect reversal.
   - Press AMOUNT key.
   - Index pocket number of the reversal.
   - Press NO SORT key.

- Press DIST/CREDIT key.
- Go to step 4 and repeat the steps for the original error.

NOTE: Repeat steps four and five for each underlined item on the master journal tape.

6. To rerun the item, remove the encoding on the document by erasing it with MICR erasure liquid or inserting it in a correction envelope.

7. Rerun document following these steps.
   - Hold the item to be rerun in your hand.
   - Press ERR REL key.
   - Index the amount of the item (Look at it carefully while you index it).
   - Press AMOUNT key.
   - Index pocket number item should go to.
   - Press DIST/CREDIT key.
   - Insert document at entry station.

NOTE: Repeat steps 6 and 7 for every document that needs correcting.

8. Press SUBTOTAL.

9. Check for "zero" error (0.00 E+ will be on master journal tape).
   - If an error amount is still printed, locate and underline error.
   - If it was a reversing error, put the amount back into the pocket it was reversed from following step 5 above.
   - If a new error was made when it was rerun, start the correction process again at step 4.
   - If you are certain you have "zero" errors and the proof light is still on, remove the proof light with these steps.
     — Press ERR REL key.
     — Index "0."
     — Press AMOUNT key.
     — Index "1."

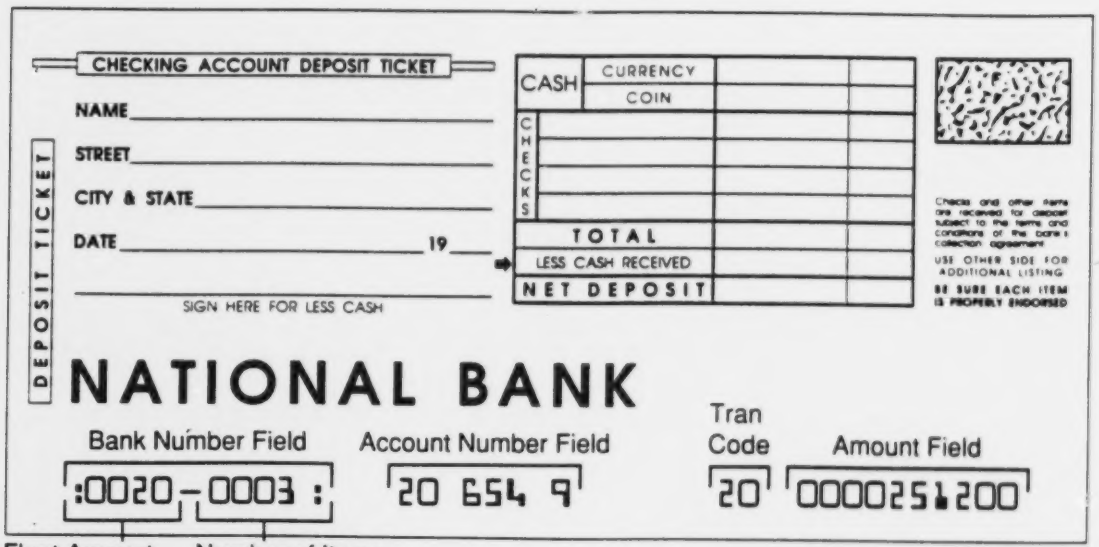
— Press NO SORT key.

— Press DIST/CREDIT key.

— Proof light will go off if you really have "zero" errors and if the steps were done correctly.

- If the proof light does not go off, there is still an error— SUBTOTAL and review all entries to identify and correct the errors.

Placement of MICR Data on Deposit Tickets



1. Bank Number Field

   a. Float Amount: Rounded to nearest hundred before being printed. Clear and transit checks are included, but cash and on-us checks are **NOT** included.

   b. Float Item count: Number of items containing float

2. The customer's account number

3. The transaction (tran) code

4. Amount field: Dollar amount of deposit ticket

INSTRUCTIONAL SUPPLEMENT	PROOF OPERATOR	1

ASSIGNMENT SHEETS 1 & 3

Development of:
READING SKILLS
WRITING SKILLS
MATHEMATICS SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, mathematics, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  — Interpreting forms and records

  WRITING

  — Completing forms and records

  MATHEMATICS

  — Interpreting charts and tables

  — Collecting/recording data

  CREATIVE THINKING/PROBLEM SOLVING

  — Identifying critical elements/issues

  EMPLOYABILITY

  — Mastering specific job task/procedure

- If students have difficulty interpreting forms and records:

  — Examine the structure of the forms being used.

  — Review the terminology on the form.

- If students have difficulty completing forms and records:
  - — Examine the structure of the forms being used.
  - — Stress the importance of accurate, legible records.
- If students have difficulty interpreting charts and tables:
  - — Review the structure of the chart or table.
  - — Discuss the information contained in the chart.
  - — Demonstrate the proper use of the chart.
- If students have difficulty collecting and recording data:
  - — Stress the importance of accuracy in recording data.
  - — Discuss the structure of the forms being used.
- If students have difficulty identifying critical elements/issues:
  - — Instruct them to read or examine their sources carefully, noting key words and ideas.
  - — Suggest they list the questions they hope to answer.
  - — Review the critical elements in banking forms.
- If students have difficulty mastering a specific job task/procedure:
  - — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - — Suggest they study each component of the procedure to determine which area is causing difficulty.
  - — Review the entire procedure.
  - — Team them with proficient students or professionals to practice the procedure.

ASSIGNMENT SHEET 2

Development of:
READING SKILLS
WRITING SKILLS
MATHEMATICS SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, mathematics, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  — Interpreting forms and records

  WRITING

  — Completing forms and records

  MATHEMATICS

  — Calculating with whole numbers

  — Calculating with decimals

  — Solving word problems

  — Interpreting charts and tables

  — Collecting/recording data

  CREATIVE THINKING/PROBLEM SOLVING

  — Identifying critical elements/issues

  EMPLOYABILITY

  — Mastering a specific job task/procedure

- If students have difficulty calculating with whole numbers:

  — Review basic skills in addition, subtraction, multiplication, and division.

  — Review mathematical terminology.

  EXAMPLE: "Compare" is an indication that you must subtract.

- If students have difficulty calculating with decimals:
  - — Explain the fact that the decimal system is based on groups of ten.
  - — Remind them that our money system is a decimal money system.
  - — Review addition, subtraction, multiplication, and division skills using decimals.
- If students have difficulty solving word problems:
  - — Review the terminology used in banking.
  - — Remind them that a credit means to add and a debit means to subtract.
  - — Instruct them to read the information carefully, noting the key elements of the problem.
  - — For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1 and 2.

ASSIGNMENT SHEET 4

Development of:
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  CREATIVE THINKING/PROBLEM SOLVING

  - — Identifying critical elements/issues
  - — Defining a problem
  - — Analyzing/synthesizing information
  - — Devising a solution

  EMPLOYABILITY

  - — Mastering a specific job task/procedure

- If students have difficulty defining a problem:
  - — Suggest they examine their sources carefully to determine the problem.
  - — Instruct them to use intuitive thinking techniques (brainstorming) to define a problem.
- If students have difficulty analyzing/synthesizing information:
  - — Remind them that to analyze they must break the information down into all its component parts in order to understand it.
  - — Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.
- If students have difficulty devising a solution:
  - — Review the critical elements/issues of the problem.
  - — Review the definition of the problem.
  - — Review the goals for solving the problem.
  - — Discuss the alternative they have chosen to solve the problem.
- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1 and 2.

ASSIGNMENT SHEET 5

Development of:
READING SKILLS
WRITING SKILLS
MATHEMATICS SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, mathematics, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  - — Interpreting forms and records

  WRITING

  - — Completing forms and records

MATHEMATICS

— Calculating with whole numbers

— Calculating with decimals

— Solving word problems

— Interpreting charts and tables

— Collecting/recording data

CREATIVE THINKING/PROBLEM SOLVING

— Identifying critical elements/issues

EMPLOYABILITY

— Mastering a specific job task/procedure

- For suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1 and 2.

ASSIGNMENT SHEET 6

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  — Interpreting graphics & symbols

  CREATIVE THINKING/PROBLEM SOLVING

  — Identifying critical elements/issues

  EMPLOYABILITY

  — Mastering a specific job task/procedure

- If students have difficulty interpreting graphics and symbols:

  — Review the symbols being used.

  — Discuss the reasons for using symbols.

— Discuss the importance of using symbols accurately in banking.

— Discuss the importance of memorizing the symbols.

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1 and 2.

ASSIGNMENT SHEET 7

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING

— Interpreting forms and records

CREATIVE THINKING/PROBLEM SOLVING

— Identifying critical elements/issues

— Devising a solution

EMPLOYABILITY

— Mastering a specific job task/procedure

- For suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1, 2 and 4.

ASSIGNMENT SHEET 8

Development of:
READING SKILLS
WRITING SKILLS
MATHEMATICS SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, mathematics, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING

— Interpreting forms and records

WRITING

— Completing forms and records

MATHEMATICS

— Calculating with whole numbers

— Calculating with decimals

— Solving word problems

— Interpreting charts and tables

— Collecting/recording data

CREATIVE THINKING/PROBLEM SOLVING

— Identifying critical elements/issues

— Devising a solution

EMPLOYABILITY

— Mastering a specific job task/procedure

- For suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1 and 2.

ASSIGNMENT SHEET 1

PROOF OPERATOR

I

OBJECTIVE 20

Arrange transactions in correct processing order.

INTRODUCTION

The work processed by the proof operator has previously been processed by other bank employees. Some of these employees may not be aware of how critical it is that the transactions be arranged in a specific order. Therefore, it is extremely important that the proof operator be able to identify improperly arranged items. The proof operator must also be able to recognize every type of item so that each can be correctly encoded with the tran code and distributed to the correct receiving pocket.

To help you practice identifying items correctly, lists of debit and credit items follows. Remember, items that subtract from the customer's balance are classified as debits; items that add to the balance are classified as credits. Some of the other items, such as Cash In and Cash Out tickets and loan payment coupons may be confusing at first, but with practice, you will be able to correctly identify them.

For this Assignment Sheet, as well as many of the Assignment Sheets that follow, each debit and credit item has been assigned to a specific pocket as if you had a proof machine and could run the items through. Since proof machines are not all programmed alike, it is not important that you memorize these numbers. You will be able to use the list as you complete the Assignment Sheets.

Use an 8-pocket proof machine programmed as follows for the Assignment Sheets.

Pocket 1	On-us deposits	Credits
Pocket 2	On-us checks	Debits
Pocket 3	Savings deposits	Credits
Pocket 4	Savings withdrawals	Debits
Pocket 5	Clear and transit checks (Not on-us items)	Debits
Pocket 6	Loan payment coupons	Credits
Pocket 7	Cash out tickets	Credits
Pocket 8	Cash in tickets	Debits

The following list describes common debit and credit items and indicates which of the pockets these items are sorted to:

Debits	Pocket	Credits	Pocket
On-us checks	02	Demand deposits	01
Cash in tickets	08	Cash out tickets	07
Savings withdrawal	04	Savings deposits	03
Clear checks	05	Loan payments	06
Transit checks	05	Christmas Club deposits	03
Money orders	02	Copy of money order	01
Cashier's check	02	Copy of cashier's check	01
Bank expense checks	02	Copy of bank expense check	01
General ledger debits	02	General ledger credits	01
Debit memorandums	02	Credit memorandums	01
Overdraft charges	02		01
Traveler's checks	05		01

NOTE: All of the above items are "on-us" items except Clear checks which are drawn on other banks in our city and Transit checks which are drawn on banks located outside our city. Traveler's checks are sorted to pocket 5 because our bank does not issue traveler's checks.

DIRECTIONS

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

Data Analysis and Display
- Interpret charts and tables
- Collect/record data

Cognitive Activities
- Identify critical elements/issues

Job Acquisition/ Development
- Master specific job task/ procedure

You are the proof operator at the Student Bank, Your Town, U.S.A. The bank has just hired two new tellers who are unaware that the transactions they process must be arranged in specific order—debits on top of credits. Realizing this will be a problem, you decide to rearrange the transactions before processing them on the proof machine. Read the transactions that follow. Decide whether each item is a debit or a credit and which pocket to send it to. Write the amount of the item and the pocket number in the proper column.

Transaction 1

Check drawn on Student Bank, Your Town, U.S.A.	$ 25.00
Demand deposit to account of Sandy Smith	$600.00
Check drawn on Bank of America, Los Angeles, CA	$357.00
Check drawn on 1st National Bank, Your Town, U.S.A.	$142.20
Check drawn on Student Bank, Your Town, U.S.A.	$ 75.80

Debits	Pocket	Credits	Pocket

Transaction 2

Check drawn on Chase Manhattan Bank, NY	$145.50
Cash	$50.00
Traveler's check	$100.00
Savings deposit	$60.00
Cash out	$35.00
Demand deposit	$200.50

Debits	Pocket	Credits	Pocket

Transaction 3

Loan payment	$137.64
Cash in	$200.00
Check drawn on us	$198.23
Money order	$100.00
Savings deposit	$60.00
Demand deposit	$300.59

Debits	Pocket	Credits	Pocket

ASSIGNMENT SHEET 2

PROOF OPERATOR

OBJECTIVE 21

Prove accuracy of individual transactions

INTRODUCTION

Proof machines are programmed to accept debits first, then credits or the reverse, credits and then debits. The proof machine also automatically totals the debits and credits within an entry and will stop processing after the last item has been processed if the transaction is out of balance if the debits do not exactly equal the credits. When this happens the proof operator must locate and correct the error using the appropriate methods for correction.

DIRECTIONS

You are still the proof operator at Student Bank, Your Town, U.S.A. Study the transactions that follow. Decide which of the following items are debits, which are credits, and which pocket each should be sent to. Write the amount of the item and the pocket number in the appropriate blank. Total the debits and credits. If these two amounts do not agree, identify and correct any item that is incorrect. You may use the information on Assignment Sheet 1.

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve word problems

Data Analysis and Display
- Interpret charts and tables
- Collect/record data

Cognitive Activities
- Identify critical elements/issues

Check drawn on Red River AVTS, Duncan, OK	$75.00
Check drawn on Red River AVTS, Duncan, OK	$ 6.76
Savings withdrawal	$20.00
Cash out ticket	$30.00
Demand deposit	$71.76

Debits	Pocket	Credits	Pocket
Total		Total	

Job Acquisition/ Development

- Master specific job task/ procedure

Transaction 2

Check drawn on Indian Meridian Bank, Stillwater, OK	$241.34
Loan payment	$134.00
Demand deposit	$107.34

Debits	Pocket	Credits	Pocket
Total		Total	

Transaction 3

Check drawn on Belle Isle Bank, Oklahoma City, OK	$ 15.00
Check drawn on Indian Meridian Bank, Stillwater, OK	$ 15.00
Cash in ticket	$257.67
Loan payment	$134.00
Demand deposit	$153.67

Debits	Pocket	Credits	Pocket
Total		Total	

Transaction 4

Money order	$120.00
Check drawn on us	$218.23
Cash in	$220.00
Loan payment	$157.64
Savings deposit	$ 80.00
Demand deposit	$320.59

Debits	Pocket	Credits	Pocket
Total		Total	

ASSIGNMENT SHEET 3

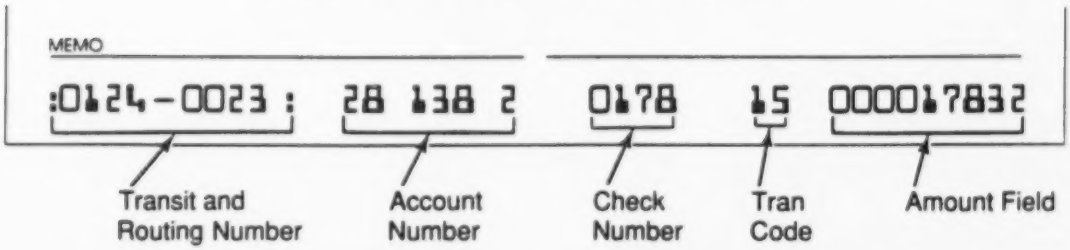
PROOF OPERATOR

OBJECTIVE 22

Analyze transactions and write the information for the magnetically encoded fields printed on the items.

INTRODUCTION

The lower edge of items processed through the proof system is reserved for the MICR encoding which can be programmed to print automatically or can be indexed by the operator. The groups of numbers print in specific areas that are known as "fields." The fields most commonly used by banks are printed from the left to the right on the checks in this order: routing number field, account number field, check digit number, tran code, and amount field. These fields are shown in the example below; however not all checks have identical fields since the proof machine can be programmed to print whatever the bank specifies. The amount numbers are always in the far right field on the item, but the other fields may differ.



DIRECTIONS

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

Data Analysis and Display
- Interpret charts and tables
- Collect/record data

You are still employed by the Student Bank, Your Town, U.S.A. Our bank number will appear in the routing field as 1031 0111 . The account number configuration is XX XXX X and several spaces are between the account number and the check digit number. There are also several spaces after the check digit number, followed by the 10-digit amount which is preceded and followed by special symbols. The actual amount is preceded by as many zeros as necessary to fill the entire amount field. For example, a check for ten dollars would be printed 0000001000

Study the list of items and their tran codes listed on the following page. Several sample items will be illustrated following the chart. Your job will be to write the numbers that should appear in the fields as specified in the tran code chart and in the example above. That is, an 8-digit routing number in the lower left corner, followed by a 6-digit account number, 4-digit check number, 2-digit tran code, and a 10-digit amount number.

NOTE: Tran codes are encoded only on "on-us" items since all banks assign their own code numbers which may vary from bank to bank. Hyphens, dollar signs, and decimals will not appear in the encoding fields.

Cognitive Activities
- Identify critical elements/issues

Job Acquisition/ Development
- Master specific job task/ procedure

The following is a chart of the tran codes for The Student Bank.

No.	Item	No.	Item
20	Demand deposits	30	Savings deposits
55	On-us checks	66	Savings withdrawals
80	Cash in tickets	75	Cash out tickets
40	General ledger debits	45	General ledger credits
70	Installment loan coupons	59	Bank charges

EXAMPLE: An on-us check, #1034, for $10.00 drawn on account #20-556-9 would be encoded as follows:

1031 0111 20 556 9 1034 55 0000001000

1. Check number 2312 drawn on us, in the amount of $1,056.98, on account number 20-466-8.

   _____

2. Our customer has presented a savings withdrawal on account #80-293-7 in the amount of $500.00.

   _____

3. A deposit in the amount of $566.29 made to a checking account at our bank, #20-438-6.

   _____

4. Our customer makes a payment on his loan #70-538-5 with check #432 drawn on his account #20-454-6. The check is written for the exact amount of the payment, which is $114.62. Show the encoding for these items.

   loan coupon _____

   check _____

5. Mr. Fox withdraws $1,500.00 from his savings account #80-283-6, deposits $400.00 to his checking account #20-342-7, and receives the balance in cash. Show the encoding on these items.

   withdrawal _____

   deposit _____

   cash out ticket _____

6. The bookkeeper has calculated the bank service charge to be $15.50 on checking account #20-564-0 and has given you the bank charge slip and a general ledger credit to the income account #10-400-0.

   charge slip _____

   credit slip _____

7. A check drawn on another bank (not ours) has been encoded with routing #11110234 and drawn on account #456 789 for $1,455.70. Show only the information you will encode during processing.

   _____

ASSIGNMENT SHEET 4

PROOF OPERATOR

OBJECTIVE 23

Analyze operator processing sequences.

INTRODUCTION

There are many things that can go wrong during the processing cycle, both machine and operator induced. Machine errors occur infrequently. For example, there is enough ink for one million lines to be printed on the master journal tape before it has to be replaces, 300,000 endorsements can be made before replacement is needed, and 250,000 character impressions can be made with the MICR encoder before the ribbon indicator light comes on. Human errors occur much more frequently. Fortunately the proof machine has sensors that will detect most types of errors made during processing. The control and display panel will signal the error detected and, in most instances, will become inoperable until the error condition is remedied. The control and display panel also signals the operator that everything is working correctly. It is important that the operator be able to interpret the messages given and respond to each message appropriately.

DIRECTIONS

Cognitive Activities

- Identify critical elements/issues
- Define a problem
- Analyze/synthesize information
- Devise a solution

Job Acquisition/ Development

- Master specific job task/ procedure

You are the proof operator at the Student Bank, Your Town, U.S.A. The proof machine you operate is programmed to accept debits first, then credits. The proof light goes on at the first credit entry to show an out-of-balance condition but will continue to process credit entries until balanced or will become inoperative at the next debit entry.

On-us checks are automatically sent to pocket 2 by using the following sequence to enter them:

- Index account number
- Press ACCT NO key
- Index amount
- Press DEBIT key

Demand deposits are automatically sent to pocket 1 by using the following sequence to enter them:

- Index account number
- Press ACCT NO key
- Index amount
- Press DIST/CREDIT key

All items except our demand deposits and on-us checks must be entered in the following sequence:

- Index account number (if desired)
- Press ACCT NO key
- Index amount
- Press AMOUNT key
- Index pocket number
- Press DIST/CREDIT key
- Document required light turns on
- Insert document in entry station

If the item is encoded properly and sorted to the correct pocket, the transaction is in balance and no machine-detected processing errors occurred. If the machine is inoperable, check the control and display panel to determine the cause.

A number of transactions that might occur during processing are described in the following activities. Your job is to identify the message you will receive from the control and display panel, tell what caused the message, and describe the operator's response. Remember all display messages do not mean that an error has occurred; some merely indicate that an operator's response is needed before processing can continue. Write the anticipated message, why the message occurred, and what action was required.

Transaction 1

The operator processes an on-us check as follows:

- Indexed amount
- Pressed AMOUNT key
- Pressed DEBIT key

1. The message displayed will be:

2. The corrective action will be:

_____

_____

_____

3. If the sequence is incorrect, write the correct sequence.

_____

_____

_____

_____

Transaction 2

The operator processes a demand account as follows:

- Indexed account number
- Indexed amount
- Pressed DIST/CREDIT key

1. The message displayed will be:

_____

_____

2. The corrective action will be:

_____

_____

_____

3. If the sequence is incorrect, write the correct sequence.

_____

_____

_____

_____

Transaction 3

The operator processes an on-us check as follows:

- Indexed amount
- Pressed DEBIT key

1. The message displayed will be:

_____

_____

2. The corrective action will be:

_____

_____

_____

Transaction 4

The operator processes an on-us check as follows:

- Indexed amount
- Pressed AMOUNT key
- Indexed 1
- Pressed DIST/CREDIT key

1. The message displayed will be:

_____

_____

2. The corrective action will be:

_____

_____

_____

Transaction 5

The operator processes a demand deposit correctly, inserts it in the document entry station but does not enter the transport:

1. The message displayed will be:

_____

_____

2. The corrective action will be:

_____

_____

_____

Transaction 6

The operator processes a demand deposit correctly, inserts it in the document entry station, the transport carries it a short way and then it catches and cannot be transported further:

1. The message displayed will be:

_____

_____

2. The corrective action will be:

_____

_____

_____

Transaction 7

The operator processes seven on-us debits, each in the amount of $5, and one demand deposit for $30:

1. The message displayed will be:

   _____

   _____

2. The corrective action will be:

   _____

   _____

   _____

Transaction 8

The operator processed a demand deposit correctly, but when it is transported through the system, instead of being sorted to the correct pocket, 1, it is sorted to pocket 8 which is the Cash In pocket:

1. The message displayed will be:

   _____

   _____

2. The corrective action will be:

   _____

   _____

   _____

ASSIGNMENT SHEET 5

PROOF OPERATOR

OBJECTIVE 24

Calculate float amount and item count.

INTRODUCTION

Most financial transactions today involve checks because people do not like to carry large amounts of cash. It is also much more convenient to mail a check than it is to run all over the country to pay bills. Another advantage is that the canceled check provides proof that the bill has been paid. In addition most people are paid by check or by a direct deposit/transfer of funds to a personal account.

Checks and deposits drawn on funds from the receiving bank are credited immediately. Checks drawn on other banks must be forwarded to that bank for processing before they are considered to be paid or collected. This process can take several days, and it is important that money not be paid from these uncollected funds because there is always the possibility the check will be returned unpaid. If it is paid out, the bank might have to suffer the loss.

The term used for deposits credited to an account but not yet paid by the drawee bank is uncollected funds. The amount of these funds is automatically recorded in the bank number field during the proof process and is called float.

DIRECTIONS

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

Several sample transactions follow. Your job is to calculate the amount of float in each deposit. Then you will write the amount as it will appear in the bank number field and the item count as it will be shown on the deposit slip after processing. Remember that only clear and transit checks are calculated in the float amount. Cash and on-us checks are not part of the float because cash does not have to be collected and funds from on-us checks are already in the bank.

Operation and Calculation

- Calculate with whole numbers
- Calculate with decimals

Math Application

- Solve word problems

Data Analysis and Display

- Interpret charts and tables
- Collect/record data

Cognitive Activities

- Identify critical elements/issues

Job Acquisition/ Development

- Master specific job task/ procedure

Transaction 1

		Float Amount
Check drawn on Student Bank, Your Town, U.S.A.	$598.60	
Check drawn on 1st National Bank, Your Town, U.S.A.	$1,600.40	
Currency and coins	$ 557.56	
Check drawn on American Bank, New York, NY	$1,208.38	
Check drawn on Student Bank, Your Town, U.S.A.	$3,599.28	
Total Amount of Float		

MICR-Encoded Float and Item Count

_____

Transaction 2

		Float Amount
Check drawn on City Bank, St. Louis, MO	$1,409.60	
Cash	$ 560.00	
Check drawn on Student Bank, Your Town, U.S.A.	$1,000.00	
Check drawn on Student Bank, Your Town, U.S.A.	$ 460.55	
Check drawn on County Bank, Dallas, TX	$ 358.64	
Check drawn on 1st National Bank, Your Town, U.S.A.	$3,774.23	
Total Amount of Float		

MICR-Encoded Float and Item Count

_____

Transaction 3

		Float Amount
Check drawn on Student Bank, Your Town, U.S.A.	$1455.88	
Currency and coin	$5,499.22	
Cashier's check drawn on Student Bank, Your Town, U.S.A.	$9,699.45	
Total Amount of Float		

MICR-Encoded Float and Item Count

ASSIGNMENT SHEET 6

PROOF OPERATOR

OBJECTIVE 25

Analyze transactions and write the correct tran codes.

INTRODUCTION

The computers and reader-sorters used to record the various transactions affecting an account cannot actually "see" to read the item. A tran (transaction) code is usually imprinted on the on-us items processed on the proof machine. This 2-digit tran code can tell the proof machine many things. Examples of the information which can be programmed into the tran code are:

Tran Code	Description
20	add the amount to the balance of the account but do not print the transaction to the statement
22	post the item and place an automatic "hold" on the account for the amount of the funds posted
26	do not charge a fee for posting the item to the account
50	subtract the amount from the balance of the account but do not print the transaction on the statement
55	charge a fee for posting the item to the account
56	count the transaction as an item to be included in the bank statement but do not charge an item charge
57	post the item to the account even if it exceeds the account balance (this is called "force paying the item")
59	post the item even if it "overrides" a hold order

DIRECTIONS

Functional Reading
- Interpret graphics and symbols

Cognitive Activities
- Identify critical elements/issues

Write the correct tran code for each of the following transactions. Use the list of tran codes if needed. For the purposes of this Assignment Sheet, 20's will be demand deposit credits, 30's will be savings deposit credits, 40's will be savings debits, and 50's will be demand deposit debits.

Transaction 1

1. The bank made a mistake and charged an excessive amount of service charges to a depositor's checking account. The credit item prepared should not be printed on the customer's bank statement since it is a bank error.

   Tran code _____

Job Acquisition/
Development

- Master specific job task/ procedure

2. The item is a regular check, written by the customer to be posted to the depositor's account which has a per-item charge fee.

   Tran code _____

3. A check has been received drawn on an account which does not have enough money in it to pay the check. The item has been approved by a bank officer who has instructed that the check be recorded even if it creates an overdraft condition.

   Tran code _____

4. A check is received for deposit to an account. Since the check is not drawn on us, no funds are to be paid out against this check until it has had time to clear the drawee bank.

   Tran code _____

5. A hold order was placed on the account on which an item being posted was drawn. We wish to override the hold order and post the check anyway.

   Tran code _____

6. The item being processed is a bank charge for returning overdraft checks (check drawn against insufficient funds). We do not charge a fee for posting these items to the accounts.

   Tran code _____

ASSIGNMENT SHEET 7

PROOF OPERATOR

OBJECTIVE 26

Analyze transactions to identify the errors made by depositors and the action required to correct them.

DIRECTIONS

Study the transactions below to determine the type of error made by the customer. Then circle the word debit or credit to identify how to correct it and write the number of the error type. Remember you will debit to reduce the account balance or credit to increase the account balance.

Functional Reading
- Interpret forms and records

Cognitive Activities
- Identify critical elements/issues
- Devise a solution

Job Acquisition/ Development
- Master specific job task/ procedure

Error Types

1. Error in addition or subtraction
2. Check listed for an incorrect amount
3. Check listed on deposit slip but not enclosed with the deposit
4. Check included with the deposit but not listed on the deposit slip

Transaction 1

Debit or credit account Error type _____

DEPOSIT TICKET

NATIONAL BANK

DATE 4-8 19—

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME Joy Reid

STREET 6101 E. 10th St.

CITY & STATE Bigtown, U.S.A.

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 0031-123-9

:0120-0203:

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	R. Mulley	28	68
	C. Alt	52	80
BE SURE EACH ITEM IS ENDORSED			
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT	71	48

April 6, -xx

PAY TO THE ORDER OF Joy Reid $ 28.68

twenty-eight and 68/100 DOLLARS

GENERIC BANK SAMPLE VOID

MEMO Ronald Mully

:103862365: 67 680 6 00152

4-8 -xx

PAY TO THE ORDER OF Joy Reid $ 52.80

Fifty-two and 80/100 DOLLARS

LEGITIMATE BANK SAMPLE VOID

MEMO Carl Alt

:1032-0635: 62 640 6 00258

Transaction 2

Debit or credit account

Error type _____

DEPOSIT TICKET

CITY BANK

DATE October 25, 19XX

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME Jay Hawks

STREET 101 S. 99th

CITY & STATE ANYTOWN, USA

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 4321-567-9

:0133-0005:

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	A. ADAMS	68	05
	J. JONES	20	50
	E. WHITE	67	80
BE SURE EACH ITEM IS ENDORSED	B. HERN	89	88
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT	246	23

10-23-XX

PAY TO THE ORDER OF Jay Hawks $ 20.50

Twenty and 50/100 DOLLARS

COURTESY BANK SAMPLE VOID

MEMO Jamie Jones

:0048-0012: 11 633 4 00453

October 24, XX

PAY TO THE ORDER OF Jay Hawks $ 68.05

Sixty-eight and 05/100 DOLLARS

FRIENDLY BANK SAMPLE VOID

MEMO Amy Adams

:1042-0234: 24 680 7 01341

10-25-XX

PAY TO THE ORDER OF Jay Hawk $ 67.80

Sixty-seven and 80/100 DOLLARS

SIMPLE BANK SAMPLE VOID

MEMO Eric White

:103923677: 48 231 5 00234

Transaction 3

Debit or credit account Error type _____

DEPOSIT TICKET

STATE BANK

DATE September 9, 19 XX

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME Elizabeth Powell

STREET 2164 S. 21st St.

CITY & STATE Uptown, USA

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 9753-412-01

:002797354 :

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	J. Adams	102	60
	B. Alexson	88	69
	B. Helm	23	33
	A. Sheapard	15	00
BE SURE EACH ITEM IS ENDORSED			
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT	229	62

9-9-XX

PAY TO THE ORDER OF Elizabeth Powell $ 88.69

Eighty-eight and 69/100 DOLLARS

TWIN BANK SAMPLE VOID

MEMO

Bert Anderson

:0164-0083: 17 036 9 00389

September 2, XX

PAY TO THE ORDER OF Elizabeth Powell $ 71.26

seventy-one and 26/100 DOLLARS

CITIZEN BANK SAMPLE VOID

MEMO

Joe Payne

:0161359881: 44 642 3 00017

9-9-XX

PAY TO THE ORDER OF Elizabeth Powell $ 102.69

One hundred-two and 69/100 DOLLARS

HONEST BANK SAMPLE VOID

MEMO

Jerry Adams

:1071-0234: 74 530 5 01341

9-4-XX

PAY TO THE ORDER OF Elizabeth Powell $ 15.00

Fifteen and 00/100 DOLLARS

EXCEPTIONAL BANK SAMPLE VOID

MEMO

Ann Sheapard

:0135-0027: 34 178 8 00026

September 6, XX

PAY TO THE ORDER OF Elizabeth Powell $ 23.33

twenty-three and 33/100 DOLLARS

LOYAL BANK SAMPLE VOID

MEMO

Bobby Helm

:102815766: 88 402 2 00364

Transaction 4

Debit or credit account

Error type _____

DEPOSIT TICKET

COUNTY BANK

DATE 6-8 19XX

Checks and other items are received for deposit subject to the terms and conditions of the bank's collection agreement

FOR DEPOSIT TO THE ACCOUNT OF

NAME Janice Ray

STREET 910 W. 19th

CITY & STATE Camptown, US

SIGN HERE FOR LESS CASH

ACCOUNT NUMBER 0148-248-6

:0032-0124:

		DOLLARS	CENTS
LIST CHECKS SINGLY OR ATTACH LIST	CURRENCY		
	COIN		
	CHECKS		
	S. Doss	18	36
	B. Lair	22	50
	D. Scott	28	88
	P. Miles	46	60
BE SURE EACH ITEM IS ENDORSED			
USE OTHER SIDE FOR ADDITIONAL LISTING TOTAL FROM OTHER SIDE			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT	1166	34

June 8, 19XX

PAY TO THE ORDER OF Janice Ray $ 46.60

forty-six and 60/100 DOLLARS

WORTHY BANK SAMPLE VOID

MEMO Patricia Miles

:0127-0006: 10 544 8 00236

6-7 19XX

PAY TO THE ORDER OF Janice Ray $ 28.88

twenty-eight and 88/100 DOLLARS

QUALITY BANK SAMPLE VOID

MEMO Donald Scott

:100791674: 41 370 1 00037

June 5, 19XX

PAY TO THE ORDER OF Janice Ray $ 18.63

eighteen and 63/100 DOLLARS

BENEFICIAL BANK SAMPLE VOID

MEMO Shirley Doss

:1420-0204: 28 654 8 00387

June 6, 19XX

PAY TO THE ORDER OF Janice Ray $ 22.50

twenty-two and 50/100 DOLLARS

COMMON BANK SAMPLE VOID

MEMO Bob Lair

:1026-0124: 12 868 4 01468

ASSIGNMENT SHEET 8

PROOF OPERATOR

OBJECTIVE 27

Analyze transactions to identify the errors made and correction steps required.

There are many ways an error can occur during the processing of an item or transaction. The operator can encode an incorrect amount, sort the item to the wrong pocket causing an incorrect tran code to be encoded, or the customer can make an error on the deposit slip causing the amount to be incorrect.

DIRECTIONS

Study the information in the transactions that follow. Compare the information from the master journal tape with the information from the customer's deposit. If they exactly match, compare the deposit to the list of actual items deposited and check the addition/subtraction. After you have identified the error, list the steps to correct the error. Be specific. If you prepare a debit/credit slip, state the amount and indicate if it will be debited or credited. If you make a reversal, state the amount and pocket number. If you rerun an item, state the amount, pocket number, and if you will cover the encoding prior to running.

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve word problems

Data Analysis and Display
- Interpret charts and tables
- Collect/record data

Cognitive Activities
- Identify critical elements/issues
- Devise a solution

Use the following information to identify pocket number

Pocket Number	Item	Pocket Number	Item
01	On-us deposits	07	Cash out
02	On-us checks	08	Cash in
05	Clear checks	06	Transit checks

Job Acquisition/
Development

- Master specific job task/ procedure

Transaction 1

Customer's Deposit		Master Journal Tape		Actual Items
On-us check	$144.00	$144.00	02	$144.00
On-us check	$134.50	$143.50	02	$143.50
On-us check	$ 22.50	$ 22.50	02	$ 22.50
DDA deposit	$301.00	$301.00	01	

1. Who made the error? _____
2. If you subtotal, what is the net amount now? _____
3. List the steps you would take to correct this error.

_____

_____

_____

_____

_____

_____

Transaction 2

Customer's Deposit		Master Journal Tape		Actual Items
On-us check	$550.00	$550.00	02	$550.00
On-us check	$250.00	$250.00	02	$250.00
Cash in	$200.00	$200.00	07	$200.00
DDA deposit	$1,000.00	$1,000.00		$1,000.00

1. Who made the error? _____
2. If you subtotal, what is the net amount now? _____
3. List the steps you would take to correct this error.

_____

_____

_____

_____

_____

_____

Transaction 3

Customer's Deposit		Master Journal Tape		Actual Items
On-us check	$100.00	$100.00	02	$100.00
Clear check	$220.00	$202.00	02	$220.00
Cash in	$ 85.00	$ 85.00	08	$ 85.00
DDA deposit	$405.00	$405.00	01	
-		18 00 E-		
		$202.00◇	01	

1. What was the first error and who made it?

   _____

2. What was the second error made?

   _____

3. If you subtotaled after the last entry shown on the master journal tape, what net amount would be printed? (Specify if E+ or E- will be printed.)

   _____

4. List the steps you would take to correct the error as it is shown on the proof tape above.

   _____

   _____

   _____

   _____

   _____

   _____

Transaction 4

Customer's Deposit		Master Journal Tape		Actual Items
On-us check	$200.00	$200.00	02	$200.00
Cash in	$125.00	$125.00	08	$125.00
Clear check	$ 75.00	$ 75.00	05	$ 75.00
Transit check	$ 75.00	$ 75.00	06	$ 75.00
DDA deposit	$578.20	$578.20	01	

1. Who made the error? _____
2. If you subtotal, what is the net amount now? _____
3. List the steps you would take to correct this error.

_____

_____

_____

_____

_____

_____

ASSIGNMENT ANSWERS

PROOF OPERATOR

I

ASSIGNMENT SHEET 1

Transaction 1

DEBITS	POCKET	CREDITS	POCKET
$ 25.00	2	$ 600.00	1
357.00	5		
142.20	5		
75.80	2		

Transaction 2

DEBITS	POCKET	CREDITS	POCKET
$ 145.50	5	$ 60.00	3
50.00	8	35.00	7
100.00	5	200.50	1

Transaction 3

DEBITS	POCKET	CREDITS	POCKET
$ 200.00	8	$ 137.64	6
198.23	2	60.00	7
100.00	5	300.59	1

ASSIGNMENT SHEET 2

Transaction 1

DEBITS	POCKET	CREDITS	POCKET
$ 75.00	5	$ 30.00	7
6.76	5	71.76	1
20.00	4		
TOTAL	$ 101.76	TOTAL	$ 101.76

Transaction 2

DEBITS	POCKET	CREDITS	POCKET
$ 241.34	5	$ 134.00	6
		107.34	1
TOTAL	$ 241.34	TOTAL	$ 241.34

Transaction 3

DEBITS	POCKET	CREDITS	POCKET
$ 15.00	5	$ 134.00	6
15.00	5	153.67	1
257.67	8		
TOTAL	$ 287.67	TOTAL	$ 287.67

Transaction 4

DEBITS	POCKET	CREDITS	POCKET
$ 120.00	2	$ 157.64	6
218.23	2	80.00	3
220.00	8	320.59	1
TOTAL	$ 558.23	TOTAL	$ 558.23

ASSIGNMENT SHEET 3

1. 1031 0111 20 466 8 2312 55 0000105698
2. 1031 0111 80 293 7 66 0000050000
3. 1031 0111 20 438 6 20 000056629
4. loan coupon 1031 0111 70 538 5 70 0000011462
   check 1031 0111 20 543 6 432 55 0000011462
5. withdrawal 1031 0111 80 283 6 66 0000150000
   deposit 1031 0111 20 342 7 20 0000040000
   cash out 1031 0111 75 0000110000
6. charge slip 1031 0111 20 564 0 59 0000001550
   credit slip 1031 0111 10 400 0 45 0000001550
7. 0000105698

ASSIGNMENT SHEET 4

Transaction 1

1. ENTRY (flashing)
2. Press CLEAR to clear error
3. index account number

   press ACCT NO key

   index amount

   press DEBIT key

   insert document

Transaction 2

1. ENTRY (flashing)
2. Press CLEAR to clear error
3. index account number

   press ACCOUNT NO key

   index amount

   press DIST/CREDIT key

   insert document

Transaction 3

1. DOC REQ
2. insert the document

Transaction 4

1. PROOF
2. SUBTOTAL to determine the net amount of error

Transaction 5

1. ENCOD
2. Press OVRD and place document in pocket or replace and rethread MICR ribbon

Transaction 6

1. PROC
2. Press OVRD key and CLEAR key simultaneously

Transaction 7

1. PROOF
2. SUBTOTAL to determine the net amount of error

Transaction 8

1. POCKT
2. Pull document through from left to right until it catches or remove it and place it in pocket and press RESET switch

ASSIGNMENT SHEET 5

Transaction 1

The following items should be listed as float:

B. $ 1600.40

D. $ 1208.38

E. $ 3599.28

Total Amount of Float–$ 6408.06

Transaction 2

The following items should be listed as float:

A. $ 1409.80

E. $ 358.64

F. $ 3774.23

Total Amount of Float–$ 5542.47

Transaction 3

There should be no items listed as float:

ASSIGNMENT SHEET 6

20, 55, 57, 22, 59, 56

ASSIGNMENT SHEET 7

Transaction 1: 1, credit

Transaction 2: 3, debit

Transaction 3: 4, credit

Transaction 4: 2, credit

ASSIGNMENT SHEET 8

Transaction 1

1. The customer (listed the 143.50 check as 134.50)
2. +9.00
3. a. Prepare a credit transaction notice to customer.
   b. Run the original credit notice to pocket 1, encoding account number.
   c. Mail the copy to the customer.

   OR

   a. Reverse $301 out of pocket 1.
   b. Cover encoding on document
   c. Rerun the deposit to pocket 1.
   d. Send a notice to the customer.

Transaction 2

1. Proof operator ran cash in item to cash out pocket.
2. -400.00
3. a. Reverse 200.00 out of pocket 7
   b. Run 200.00 into pocket 8
   c. Subtotal, check for zero error
   d. Remove proof light.

Transaction 3

1. Proof operator ran a check for $220.00 as $202.00
2. Proof operator reversed 202.00 out of pocket 1 instead of pocket 2.
3. -220.00; E-
4. a. No sort $202.00 in to pocket 1
   b. Reverse 202.00 out of pocket 2
   c. Remove the encoded amount or cover with tape
   d. Run the check into pocket 2

Transaction 4

1. Customer
2. 9.00
3. a. Prepare a credit slip for $9.00.
   b. Show error in addition as the reason.
   c. Run credit into pocket 1 after encoding account number.
   d. Mail carbon copy to customer.

INSTRUCTIONAL SUPPLEMENT	PROOF OPERATOR	1

JOB SHEET 1

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  — Gaining factual information

  — Interpreting forms and records

  — Following written instructions

  CREATIVE THINKING/PROBLEM SOLVING

  — Identifying critical elements/issues

  EMPLOYABILITY

  — Mastering a specific job task/procedure

- If students have difficulty gaining factual information:

  — Suggest they read carefully noting key words and ideas.

  — Instruct them to list the questions they hope to answer.

- If students have difficulty following written instructions:

  — Discuss the possible consequences of not following instructions precisely.

  — Have them read the instructions several times, noting the key words and ideas.

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1.

JOB SHEET 2

Development of:
READING SKILLS
MATHEMATICS SKILLS
SCIENCE SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, mathematics, science, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  — Gaining factual information

  — Interpreting forms and records

  — Following written instructions

  MATHEMATICS

  — Collecting/recording data

  — Using computer for computation

  SCIENCE

  — Applying computing skills

  — Investigating/applying technology

  CREATIVE THINKING/PROBLEM SOLVING

  — Identifying critical elements/issues

  — Devising a solution

  EMPLOYABILITY

  — Mastering a specific job task/procedure

- If students have difficulty using computer for computation:

  — Review the computer program being used.

  — Review the keyboard.

  — Demonstrate the correct steps for computation using the computer.

— Pair the students with a knowledgeable partner.

— Discuss the importance of being computer literate in obtaining and retaining employment.

- If students have difficulty applying computer skills:

  — Discuss the skills needed to operate the computer.

  — Review the procedure being used and determine which area of the procedure is causing difficulty.

  — Remind them that the skills become easier with practice.

  — Pair them with a knowledgeable partner.

- If students have difficulty investigating/applying technology:

  — Review characteristics and functions of the computer being used.

  — Discuss the uses of the computer in the banking industry.

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheets 1 & 4, and Job Sheet 1.

JOB SHEET 1	PROOF OPERATOR	1

OBJECTIVE 28

Arrange transactions in order, ready to process.

INTRODUCTION

One purpose of the proof function is to prove that all transactions processed by other personnel in the bank are absolutely correct—that the total of the debit items exactly matches the total of the credit items.

Remember, a DEBIT to a customer's checking or savings account will REDUCE the balance while a CREDIT item will INCREASE the amount on deposit. Items not directly affecting checking and savings deposits will be posted to the bank's general ledger accounts.

EQUIPMENT AND SUPPLIES

- Packet of materials (available from instructor)
- Correction labels
- Pen or pencil
- Rubber bands
- Notice of Correction forms

PROCEDURE

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records
- Follow written instructions

Cognitive Activities
- Identify critical elements/issues

Job Acquisition/ Development
- Master specific job task/ procedure

		Yes	No
1.	Sort checks by payee's name, placing all the checks payable to the same payee in a group.	____	____
2.	Arrange the items within each group with the debits on top of the credits, still keeping each group separate from the others. **NOTE:** As a general rule, follow this order: Cash In, checks, Cash Out, Deposits. Other documents such as loan coupons, cashier's checks, etc., will need to be mixed into the order as needed. A teller's cash in ticket is a debit which is handled like a check. A teller's cash out ticket is a credit which is run before a deposit slip.	____	____
3.	Check to see if all documents within a group all have the same name as the payee's name on the checks in that group.	____	____
4.	Place all the groups in one stack, making sure the items within each group remain in correct order.	____	____
5.	Keep the transactions prepared in this job sheet for use in Job Sheet 2.	____	____
6.	Have your instructor check your work.	____	____

(End of Job Sheet)

SKILL TEST RECORD

EVALUATORS COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.)

Criteria:				
Sorted checks by payee's name	4	3	2	1
Arranged debits on top of credits	4	3	2	1
Verified payee's name within groups	4	3	2	1
Place groups in one stack	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

PERFORMANCE EVALUATION KEY

4 **Skilled** — Can perform job with no additional training.
3 **Moderately skilled** — Has performed job during training program; limited additional training may be required.
2 **Limited skill** — Has performed job during training program; additional training is required to develop skill.
1 **Unskilled** — Is familiar with process, but is unable to perform job.

JOB SHEET 2	PROOF OPERATOR	I

OBJECTIVE 31

Operate a proof machine.

EQUIPMENT AND SUPPLIES

- Packet of materials (available from instructor)
- Proof system
- Correction labels
- Pen or pencil
- Rubber bands
- Notice of Correction forms
- Proof Summary forms
- Batch header forms

PROCEDURE

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records
- Follow written instructions

Data Analysis and Display
- Collect/record data

Functional Math
- Use computer for calculation

General Science
- Apply computing skills
- Investigate/apply technology

Cognitive Activities
- Identify critical elements/issues
- Devise a solution

	Yes	No
1. Open machine.	____	____

NOTE: This procedure is required as a daily routine. It establishes that every total was clear before the day's proving work is started. Each bank develops its own procedures for opening and closing the machine. See your instructor for specific procedures tailored to the proof machine you are using and for the pocket assignments.

2. Prove transactions.	____	____
a. Place batch of items on media tray.		
b. Index amount of first item on amount keyboard.	____	____
c. Depress proper distribution key.	____	____

NOTE: Use the right hand to do this. After the amount and distribution keys have been pressed, pick the check up from the media tray with the left hand, moving it toward the right, drop it in the document entry station.

d. Index the amount of the next item while the amount is being printed in magnetic ink.	____	____

NOTE: On installment loan coupons, encode the account number and the tran code.

Job Acquisition/ Development
- Master specific job task/ procedure

e. Process the remaining items in the same manner. ____ ____

NOTE: The last item of each group should be the on-us deposit slip. It will be sent to the pocket designated by your instructor. If the deposit is in balance, the amount and float analysis print in magnetic ink on the deposit slip. If errors are encountered, correct them according to procedures previously learned.

3. Total pockets. ____ ____
   a. Insert batch header in document entry station.
   b. Index number of pocket. ____ ____
   c. Depress TOTAL key. ____ ____
   d. Remove items from pocket. ____ ____
   e. Press pocket lister tape button. ____ ____

   NOTE: The total also appears on the individual list tape.

   f. Remove tape and place on top of items. ____ ____
   g. Repeat steps a through f for each pocket. ____ ____
   h. Place rubber bands securely around stack. ____ ____
4. Complete Proof Summary form using batch header totals. ____ ____
5. Close machine according to your instructor's direction. ____ ____
6. Have instructor check your work. ____ ____

(End of Job Sheet)

SKILL TEST RECORD

EVALUATORS COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation)

Criteria:				
Opened machine	4	3	2	1
Proved transactions	4	3	2	1
Completed Notice of Correction forms	4	3	2	1
Totaled pockets				
Complete Proof Summary form				
Closed machine	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.)

PERFORMANCE EVALUATION KEY

4 **Skilled** — Can perform job with no additional training.
3 **Moderately skilled** — Has performed job during training program; limited additional training may be required.
2 **Limited skill** — Has performed job during training program; additional training is required to develop skill.
1 **Unskilled** — Is familiar with process, but is unable to perform job.

WRITTEN TEST

PROOF OPERATOR I

OBJECTIVE 1

Match terms associated with proof operations to their definitions. Write the letter of the correct answer in the blank.

Part I

_____ 1.	Term that includes any instrument payable in money	a. account number
_____ 2.	Group of items for one proof operation or all the items in one pocket	b. batch
_____ 3.	An item, such as deposits and cash-out tickets, subtracted from the proof total	c. buffer
_____ 4.	collection and final payment of a check	d. clear
_____ 5.	an item, such as checks and cash-in tickets, added to the proof total	e. collection items
_____ 6.	Number assigned by bank to a customer's account	f. credit
_____ 7.	Items received by a bank that are subject to collection before being credited to depositors' accounts	g. debit
_____ 8.	Process of testing a transaction to ensure the total amount of debits equals the total amount of credits	h. depositor
_____ 9.	Location in the core memory where data is temporarily stored until encoded on a document	i. float
		j. index
		k. item
		l. on-us check
		m. proof
		n. tran code

May be photocopied for student use.

Part II

_____ 1.	The 2-digit number that governs how an item will be posted when read by the computer	a. ABA number b. bank endorsement
_____ 2.	Itemized slip listing cash and cash items to be credited to the depositor's account	c. batch d. clearinghouse
_____ 3.	The fanfold paper that provides a printed record of every transaction processed through the proof system	e. collection time f. cut pockets g. deposit ticket
_____ 4.	Number assigned by the American Banker's Association identifying the bank and its location	h encoding i. line lock
_____ 5.	Status of machine that is inoperable because proof total is out-of-balance	j. master journal k. proof
_____ 6.	Amount of float in a depositor's account	l. tran code m. transactions
_____ 7.	Total pockets and remove the items	n. transit items
_____ 8.	Number of days required to receive payment or notice of dishonor of an item in the process of collection	o. uncollected funds
_____ 9.	Imprinting numbers [illegible] characters in m[illegible] along the lowe[illegible] documents	
_____ 10.	Items drawn on a bank outside the town or city of the receiving bank	

May be photocopied for student use.

Part III

_____ 1. Documents, commonly checks, which a bank accepts for immediate credit to depositors' accounts

_____ 2. All work for the proof department

_____ 3. A word, usually "PAID" or "CANCELED," stamped on the front of checks indicating final payment

_____ 4. Draft drawn on a bank by a depositor and payable on demand

_____ 5. Magnetic Ink Character Recognition, the process permitting automatic processing of documents by electronically reading the characters printed in special magnetic ink

_____ 6. An association of banks in a city used for rapid and efficient collection of checks drawn on member banks

_____ 7. Number that determines the collection route of transit items drawn on banks that remit at par throughout the United States and territories

_____ 8. A 2-digit code designating the pocket to sort the item to during the proof process

_____ 9. The special area at the lower edge of an item reserved for encoding the serial number, bank number, account number, check number, tran code and the amount of the item

a. bank stamp
b. cash item
c. check
d. clearinghouse
e. cut slip
f. distribution number
g. field
h. line lock
i. MICR
j. proof department
k. routing and transit symbol
l. transactions
m. transit letter
n. uncollected funds

May be photocopied for student use.

Part IV

_____ 1.	A form of deposit slip that lists transit items being forwarded from that bank to the drawee bank	a. bank endorsement
_____ 2.	The section of the bank that proves, sorts and distributes all bank transactions	b. buffer
_____ 3.	A form encoded to show the total amount and number of items recorded	c. cash in slip
_____ 4.	Endorsement printed on the back of items passing through the bank	d. cash out slip
_____ 5.	The portion of a bank deposit represented by cash items in the process of collection	e. clear
_____ 6.	Depositor's checks presented for payment at the bank on which they are drawn; also called a house check	f. cut slip
_____ 7.	Any person, firm, corporation, or association placing money in a bank to be credited to an account	g depositor
_____ 8.	Physically pressing keyboard keys to enter a number; also called keyboarding	h. float
_____ 9.	Substitute document for cash going out of a bank (credit)	i. item
_____ 10.	Substitute document for cash coming into a bank (debit)	j. on-us check
		k. proof department
		l. routing and transit symbol
		m. transactions
		n. transit letter
		o. uncollected funds

May be photocopied for student use.

OBJECTIVE 2

List the characteristics of an NCR series proof system. Write eight of the characteristics on the lines provided.

_____

_____

_____

_____

_____

_____

_____

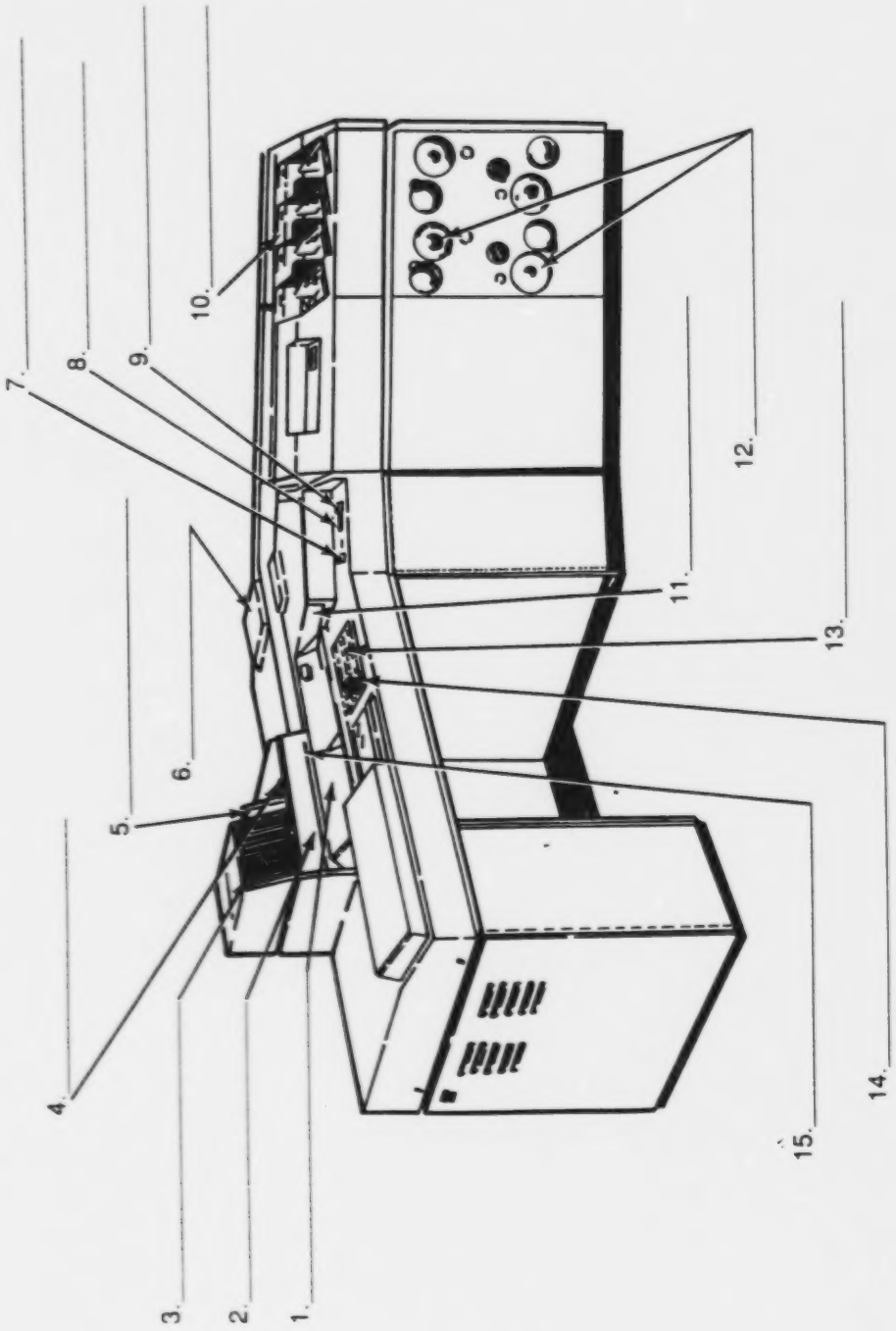
_____

_____

_____

May be photocopied for student use.

OBJECTIVE 3 **Label the parts of an NCR series proof system.** Write the correct name on the line provided.



123

OBJECTIVE 4

Match purposes and functions to the individual parts of an NCR series proof system. Write the letter of the correct answer in the blank.

Part I

_____ 1.	Provides grand total of all items processed except reversing entries which are not counted.	a. data entry keyboard
_____ 2.	Displays special functions selected by operator and houses infrequently used control keys	b. document transport
_____ 3.	Receives and stores items until removed	c. function control keys
_____ 4.	Manually operated red switch controlling main power supply	d. item counter
_____ 5.	Moves document from entry station through processing areas and into the proper pocket	e. master journal tape
_____ 6.	Holds work to be processed	f. media tray
_____ 7.	Used to select programmed optional functions and to correct and override certain conditions occurring during processing	g. MICR ribbon
_____ 8.	Manually operated gray switch controlling power to the pockets only; allows the power for the entire machine to be left on all day	h. on-off console switch
		i. on-off power switch
		j. pocket lister printer
		k. receiving pockets
		l. system control and display panel

May be photocopied for student use.

Part II

_____	1.	Automatically positions item for transport	a. data entry keyboard
_____	2.	Allows manual advance of tape	b. date wheel and endorser door
_____	3.	Allows access to unit which prints date and bank endorsement on items	c. document entry station
_____	4.	Allows access to MICR ribbon	d. function control keys
_____	5.	Prints a record of items sorted to the pocket showing tracer number, amount, symbols, bank number, date, machine number, pocket number, and totals	e. journal tape advance key
_____	6.	10-key numeric cluster with single and double zeros for a 12-digit amount field	f. master journal tape
_____	7.	Records printed, chronological record of every item for comparison to listing on deposit ticket	g. MICR ribbon door
			h. pocket lister printers
			i. receiving pockets
			j. system control and display panel

OBJECTIVE 5 **State the purposes and functions of the system control and display panel keys.**

1. ADD

_____

_____

2. NON ENDOR

_____

_____

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3. REPEAT DATA

_____

_____

4. OVRD

_____

_____

_____

5. REPEAT DISTR

_____

_____

OBJECTIVE 6

List what happens or what it means when system control and display panel lights flash or light.

1. The PROOF light flashes (list two things)

_____

_____

2. The ENTRY light flashes (list three things)

_____

_____

_____

3. The SERIAL NO., BANK NO., ACCT NO., or TRAN CODE light comes on (list two things)

_____

_____

4. The POCKET FULL light comes on (list two things)

_____

_____

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5. The RIBBON light flashes (list two things)

_____

_____

6. The PROC light flashes (list one thing)

_____

7. The LOAD PROG light comes on (list one thing)

_____

8. The POCKT light flashes (list one thing)

_____

9. The KEYBD RDY light comes on (list one thing)

_____

10. The DOC REQ light comes on (list one thing)

_____

11. The STORD light comes on (list one thing)

_____

12. The ENCOD light flashes (list two things)

_____

_____

OBJECTIVE 7 **State the correct operator responses to system control panel indicator messages.**

1. The PROOF light flashes.

_____

_____

2. The ENTRY light flashes.

_____

_____

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3. The ENCOD light flashes.

4. The POCKET FULL light comes on.

5. The RIBBON light flashes.

6. The PROC light flashes.

7. The LOAD PROG light comes on.

8. The DOC REQ light comes on.

9. The POCKT light flashes.

OBJECTIVE 8 **List the purposes and uses of the function control keys.**

1. SERIAL NO., BANK NO., ACCT NO. TRAN CODE

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2. NONENCODE

3. DEBIT

4. TOTAL

5. NO FLOAT

6. ERR STORE

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7. SUBTOTAL

8. NONADD

9. REV ENT

10. HEADER

11. DASH

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12. ERR REL

13. NO SORT

14. SPACE

15. AMOUNT

16. DIST (CREDIT)

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17. CLEAR

_____

_____

_____

_____

OBJECTIVE 9

Write the word or phrase that completes sentences about the characteristics of individual pockets.

1. The total number of documents each pocket will hold is approximately _____.
2. When 250 items have reached the pocket, the _____ light comes on.
3. The pocket counter is reset by _____ and removing items.
4. When a pocket is full, the machine is _____ except to total.
5. The last item sorted to the pocket can be found on the far _____ of the group.
6. The two operations that can be performed when a pocket is full are _____

_____.

OBJECTIVE 10

Write the word or phrase that completes sentences about the MICR encoding of float analysis and item count on deposit tickets.

1. Items that are not calculated in the float amount are _____.and _____.
2. The float analysis total is printed in the _____ _____ digits of the _____ number field.
3. The float item count is printed in the _____ _____ digits of the _____ number field.

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4. Checks deposited by customers which are drawn on other banks are considered _____ .

OBJECTIVE 11

Write the word or phrase that completes sentences about the characteristics and purposes of the MICR imprinting of tran codes.

1. The tran code specifies _____

   _____ .

2. The tran code is printed immediately to the _____ of the _____ field.

3. The TRAN CODE key, used without a numeric key preceding it, prevents _____

   _____

OBJECTIVE 12

Write the word or phrase that completes sentences about the characteristics of endorsements and the endorser unit.

1. The endorsement is printed on the _____ of certain documents unless overridden by the _____ key.

2. The endorsement is composed of the bank's nine-digit _____ number, the bank's name and _____ , and the _____.

3. The endorser unit is located _____

   _____ .

4. The date must be changed _____

5. Up to 1½ " from the trailing edge is for the _____ .

OBJECTIVE 13

Arrange in sequence the path an item takes as it goes through the proof system. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____ Transported into the encoder printer where data is included on the item.

____ Enters system at document entry station

_____ Transported and deposited into the designated pocket

_____ Transported into the endorser printer

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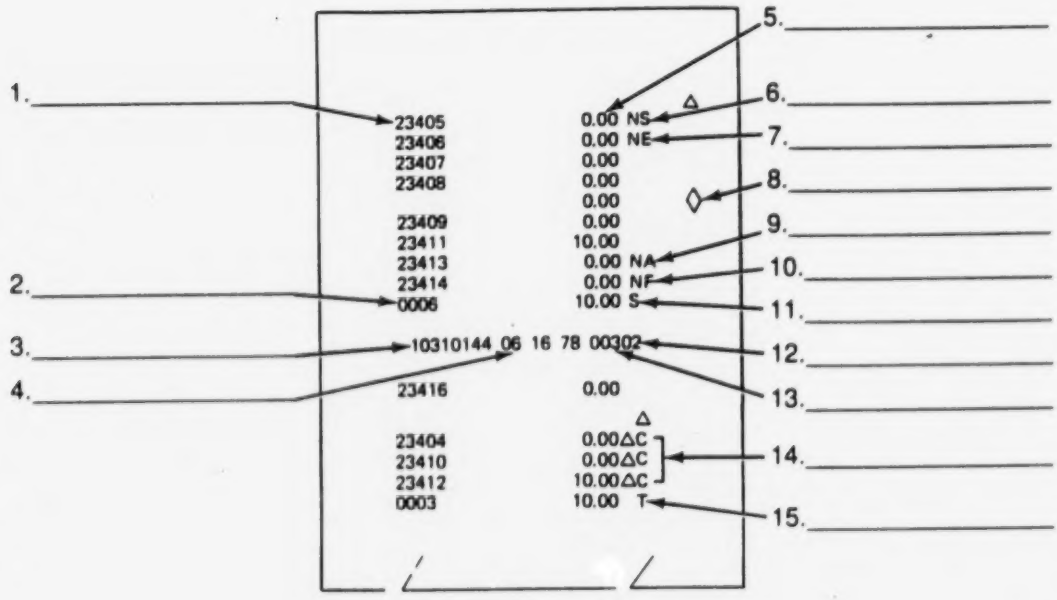
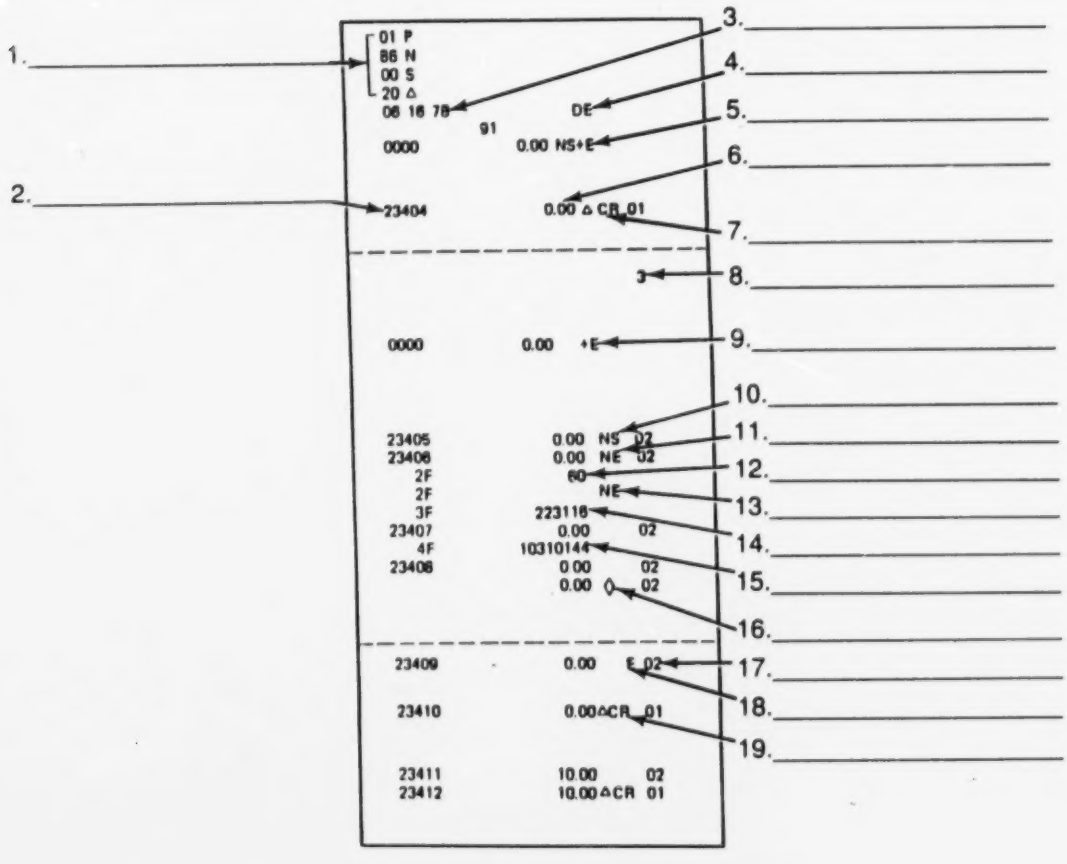
OBJECTIVE 14 **Label the printing found on pocket lister tapes.**



OBJECTIVE 15 **Label the printing found on the master journal tape.**



OBJECTIVE 16

Arrange in sequence the steps that should be taken to identify the type of proof error. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____ Underline the error amount and the pocket number printed

_____ Retrieve the last credit document processed

_____ Follow the appropriate error correcting procedure. (Operator-reverse out of pocket, cover up encoding, and rerun; Customer-prepare and process a correction notice)

_____ Depress SUBTOTAL key.

_____ Retrieve the incorrectly processed document.

_____ Determine if it is an operator error or a customer error.

_____ Find the discrepancy by comparing the deposit ticket to the journal tape checking item by item.

OBJECTIVE 17

List the four types of errors commonly made by depositors/customers.

1. _____
2. _____
3. _____
4. _____

OBJECTIVE 18

Describe the steps to correct depositor/customer error.

1. Customer incorrectly adds a deposit. The deposit slip reads $395.00 when it actually is $495.00.

   _____

   _____

   _____

2. Customer lists a check for $290.75 on the deposit slip, but does not enclose the check. The total deposit was listed as $1535.40 (including the $290.75).

   _____

   _____

   _____

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OBJECTIVE 19

Arrange in sequence the steps taken to correct proof operator error. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on

Part 1: Arrange in sequence the following steps taken to reverse an error by writing the correct number on the blank.

_____ Advance master journal tape and check to see if the reversal was made correctly

_____ Press AMOUNT key.

_____ Index the error (amount underlined on master journal tape).

_____ Index the pocket number (pocket underlined on master journal tape).

_____ Press ERR REL key.

_____ Press DIST/CREDIT key.

_____ Press REV ENT key.

Part 2: Arrange the following steps taken to correct a reversal error by writing the number on the blank.

_____ Press DIST/CREDIT key.

_____ Press AMOUNT key.

_____ Press ERR REL key.

_____ Index pocket number of the reversal.

_____ Press NO SORT key.

_____ Index amount of incorrect reversal.

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Part 3: Arrange in sequence the following steps taken to rerun an item by writing the number on the blank.

_____ Index the amount of the item (look at it carefully as you do this).

_____ Press AMOUNT key.

_____ Insert document at entry station.

_____ Index the pocket number item should go to.

_____ Press ERR REL key.

_____ Press DIST/CREDIT key.

_____ Hold item to rerun in your hand.

_____ Remove the encoding on the document.

_____ Check for "zero" error (0.00 E+ on master journal tape).

_____ Press SUBTOTAL after rerunning all error items.

NOTE: Objectives 20 through 29 are evaluated on the job/assignment sheets in this unit. If you have not completed this component, see your instructor.

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WRITTEN TEST ANSWERS	PROOF OPERATOR	I

OBJECTIVE 1

Part I

1. k	6. a
2. b	7. e
3. f	8. m
4. d	9. c
5. g	

Part II

1. l	6. o
2. g	7. f
3. j	8. e
4. a	9. h
5. i	10. n

Part III

1. b	6. d
2. l	7. k
3. a	8. f
4. c	9. g
5. i	

Part IV

1. n	6. j
2. k	7. g
3. f	8. i
4. a	9. d
5. h	10. c

OBJECTIVE 2

Any eight of the following:

- Accepts transactions in specific order, debits before credits or reverse
- Proves accuracy of each transaction, i.e. total debit amount=total credit amount
- MICR encodes each document automatically
- Data encoded may be manually indexed or machine programmed
- Distributes items to selected pockets
- Applies bank endorsement or bank stamp on appropriate items
- Prepares a master journal
- Prepares pocket lister tapes on multiple pocket machines
- Accumulates and encodes float analysis
- Machine line locks if proof total is out of balance
- Retains proof error for subsequent correction
- Provides for manual override of encoding function

OBJECTIVE 3

1. media tray
2. document transport
3. system control and display panel
4. journal tape advance key
5. master journal tape (fanfold paper)
6. date wheel and endorser door
7. on-off power switch
8. item counter
9. on-off console switch
10. receiving pockets
11. MICR ribbon door
12. pocket lister printers
13. data entry keyboard

14. function control keys

15. document entry station

OBJECTIVE 4

Part I

1. d
2. l
3. k
4. i
5. b
6. f
7. c
8. h

Part II

1. c
2. e
3. b
4. g
5. h
6. a
7. f

OBJECTIVE 5

1. Puts unit in adding machine mode

   Permits adding and subtracting without effecting proof totals

2. Inhibits printing of the endorsement and/or bank stamp

3. Repeats encoding on consecutive documents

4. Clears processing errors when used with CLEAR key

   Clears totals when proof is not in balance

   Permits operator to override encoding and check digit verification procedures

5. Repeats distribution of consecutive documents

OBJECTIVE 6

1. Informs operator that proof total is out of balance

   Machine line locks unless ERR REL is pressed before entry

2. Key sequences or distribution number entry unacceptable

   Keyboard buffer overflow or exceeded field space available

   Two keys pressed at once or check-digit verification failure

3. Designates that data has been stored in the field

   Stays on until transaction is complete

4. Indicates that 250 items have been sorted to the pocket

   Remains lit until items are removed

5. MICR encoding ribbon has broken or is empty

   Machine is inoperable until condition is remedied

6. Machine detected processor malfunction occurred

7. Lights if program cannot be loaded or contains an error

8. Lights when a document did not enter the selected pocket

9. Lights when unit is ready for data input from the keyboard

10. Lights to inform operator that document must be inserted in transport to continue processing

11. Lights following error transfer to remind operator of error

12. Informs operator of machine-detected encoding error

    Inhibits processing until cleared by pressing OVRD key

OBJECTIVE 7

1. Subtotal to determine net amount of error

2. Press CLEAR key to clear error

3. Press OVRD to clear condition and place document in pocket if necessary

4. No immediate response needed--but pocket must be cleared before capacity is reached or machine will lock up

5. Replace or rethread MICR ribbon and press OVRD key

6. Press OVRD while pressing CLEAR key or power down system (if all else fails)

7. Reload program, notify supervisor if reloading fails

8. Insert a document or a batch header if cutting pockets

9. Pull document through area from left to right until it catches;

   If item can't be transported, remove it and place it behind the last document on the right in the pocket;

   Press RESET switch

OBJECTIVE 8

1. Designates where indexed characters are to be stored

   Designates the document field where indexed characters are to be encoded

2. Prevents encoding on a field-by-field basis

3. Indicates previously stored amount is a debit

   Functions as an automatic debit distribution to pocket designated

   Initiates document required light

   Initiates printed record of transaction on master journal tape and pocket lister tape

4. Causes selected total to print on fanfold and pocket lister tape

   Clears selected total

5. Overrides float total

   Indicates during startup that the six digits indexed are the date (used with header)

6. Permits operator to bypass proof error temporarily

7. Causes selected subtotal to print on fanfold and pocket lister tapes

   Does not clear amount from memory

8. Prevents arithmetic operations, encoding, and endorsing

   Prints NA on master journal and pocket lister tape

   Used with HEADER key to change the consecutive number printed on master journal and pocket lister tapes

9. Reverses erroneous entry amounts from all totals

   Subtracts one from the error count

10. Used during system startup

    Prints operator-indexed header information such as the date on fanfold paper

11. Causes symbol (dash) to be inserted in buffer, then printed on item

12. Allows machine to accept a debit entry when proof is out of balance

    Permits one more transaction when machine is out of balance

13. Permits entries to be made without using documents

    Prints NS on fanfold and pocket lister tapes when this occurs

14. Causes current buffer position to be bypassed

    Causes position not to be printed

15. Permits entry of numeric data

    Identifies previously entered numeric data as an amount

    Used with ADD key to allow numeric data to be added to adding machine total

16. Functions as automatic credit distribution to pocket designated if no pocket number is indicated

    Causes the previous two digits to be interpreted as a distribution number if the AMOUNT key was used after indexing the amount

    Initiates document required light

    Initiates printed record of transaction on master journal tape and pocket lister tape

    Functions as the subtract (minus) key when used in conjunction with the ADD mode key

17. Erases numeric entry and turns off ENTRY indicator

    Turns off DOC REQ indicator and permits error corrections

    Permits operator to reset keyboard error conditions

OBJECTIVE 9

1. 300
2. POCKT FULL
3. totaling the pocket
4. inoperable
5. right
6. TOTAL the pocket; TOTAL the machine

OBJECTIVE 10

1. On-us checks; cash
2. first 4; bank
3. last 4 digits; bank
4. uncollected funds

OBJECTIVE 11

1. how items will be posted
2. left; amount
3. a preselected tran code from being encoded

OBJECTIVE 12

1. back; NON ENDOR
2. routing; location; endorsement date
3. above the MICR ribbon door, to the left of where the pockets join
4. daily
5. payee

OBJECTIVE 13

2, 1, 4, 3

OBJECTIVE 14

1. Tracer numbers
2. Number of items sent to pocket
3. Bank number
4. Date
5. Transaction amounts
6. NO SORT
7. NONENCODE
8. REV ENT
9. NONADD
10. NO FLOAT
11. SUBTOTAL
12. Pocket number
13. Machine number
14. Credit in balance
15. Total

OBJECTIVE 15

1. Automatic opening diagnostics
2. Tracer numbers
3. Date
4. Date entry
5. NO SORT -91- TOTAL
6. Transaction amounts
7. Credit in balance
8. Header-machine number
9. SUBTOTAL or Error reading
10. NO SORT
11. NONENCODE
12. TRAN CODE
13. NONENCODE, TRAN CODE
14. Account number
15. Bank number
16. REV ENT
17. Pocket number
18. ERR REL
19. Credit in balance

OBJECTIVE 16

4, 2, 7, 1, 5, 6, 3

OBJECTIVE 17

1. Error in addition and subtraction.
2. Check listed for incorrect amount.
3. Check listed on the deposit slip but not enclosed with the deposit.
4. Check included with the deposit but not listed on the deposit slip.

OBJECTIVE 18

1. Complete and send to depositor a Notice of Error or We Debit/Credit your Account Form to show credit of $100.00 because of incorrect addition. Send correction notice to credit account $100.00.

2. Complete and send to depositor a Notice of Error or We Debit/Credit your Account Form to show debit of $290.75 because check was not enclosed. Send correction notice to debit account $290.75 to on-us checks or savings withdrawal pocket.

OBJECTIVE 19

Part I: 7, 3, 2, 4, 1, 6, 5

Part II: 6, 3, 1, 4, 5, 2

Part III: 4, 5, 8, 6, 3, 7, 2, 1, 10, 9

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM: PROOF OPERATOR

UNIT NUMBER AND TITLE: 1 — Proof Operator

Total number of test questions: 202

Total number of Basic Skills questions: 2

OBJECTIVE NUMBER	TEST QUESTION NUMBER	BASIC SKILL CODE(S)
1	Part I, 1-9 Part II, 1-10 Part III, 1-9 Part IV, 1-10	X
2	1	X
3	1-15	X
4	Part I, 1-8 Part II, 1-7	X
5	1-5	X
6	1-12	X
7	1-9	X
8	1-17	X
9	1-6	X
10	1-4	X
11	1-3	X
12	1-3	X
13	1-4	X
14	1-15	X
15	1-19	X
16	1-7	X

VOCATIONAL PROGRAM: PROOF OPERATOR

UNIT NUMBER AND TITLE: I — Proof Operator

OBJECTIVE NUMBER	TEST QUESTION NUMBER	BASIC SKILL CODE(S)
17	1-4	X
18	1-2	M, T
19	Part I, 1-7 Part II, 1-6 Part III, 1-10	X

FINANCIAL SERVICES SERIES: PROOF OPERATOR

READING SKILLS

UNITS OF INSTRUCTION STATE/LOCAL CODES*	Distinguish fact, opinion and inference	Recognize propaganda	Analyze cause and effect	Draw conclusions	React to written material	Apply word analysis techniques	Locate resources	Use standard references	Use audiovisual media	Use magazines and newspapers	Follow written instructions	Use content area vocabulary	Read aloud	State ideas clearly	Develop preliminary outline	Use topic sentences	Use introduction/closing paragraphs	Compose essays	Construct graphics and symbols	Use notecards	Create bibliography
Proof Operator	●										●	●									

*Use this area for entering your state and local codes for graduation requirements or teacher purposes.

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MC BASIC SKILLS DOCUMENTATIO

NG SKILLS | **MATH SKILLS**

Use footnotes Outline material	Complete forms and records Write instructions Write letters Write job applications Write reports Use word processing Use computer graphics	Round off numbers Estimate answers Use scientific notation Use exponential notations Calculate with percents Calculate with fractions Calculate with decimals Convert whole numbers to fractions Convert whole numbers to decimals Solve numerical expressions Solve equations and inequalities Obtain squares and square roots Convert units of measure Perform metric calculations	Solve word problems Select/apply mathematical formula Select/apply mathematical procedure Use English and metric measures Solve time/distance problems Solve ratio/proportion problems Solve percent problems Apply techniques of scaling Apply basic principles of algebra Apply geometry principles Apply trigonometry principles	Interpret charts and tables Interpret graphs (type) Collect research data Apply sampling techniques Apply principles of probability Construct charts and tables Construct graphs Calculate statistics Interpret statistics Interpret blueprints/plans	Make measurements Perform banking transactions Make change Solve practical problems
	●		●	●	

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SCIENCE SKILLS

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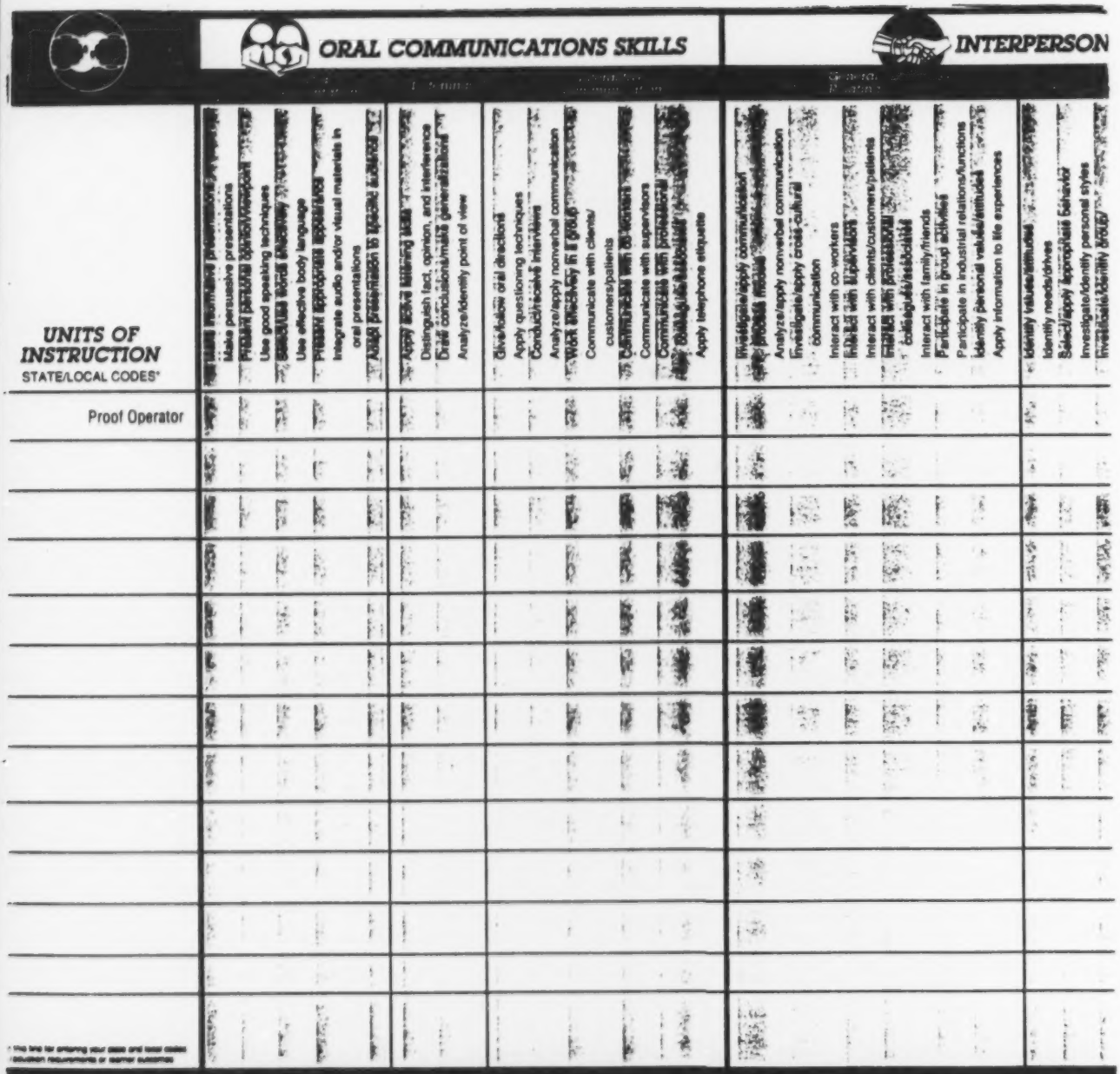
| Functional Math | | |


ORAL COMMUNICATIONS SKILLS
INTERPERSON
UNITS OF INSTRUCTION
STATE/LOCAL CODES*
Make persuasive presentations
Use good speaking techniques
Use effective body language
Integrate audio and/or visual materials in oral presentations
Distinguish fact, opinion, and interference
Analyze/identify point of view
Apply questioning techniques
Analyze/apply nonverbal communication
Communicate with clients/ customers/patients
Communicate with supervisors
Apply telephone etiquette
Analyze/apply nonverbal communication
Interact with co-workers
Interact with clients/customers/patients
Interact with family/friends
Participate in group activities
Participate in industrial relations/functions
Identify personal values/attitudes
Apply information to life experiences
Identify needs/drives
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'AL OR RELATING SKILLS

CREATIVE THINKING/
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EM

corporate climate
Give/receive feedback
Identify hidden purposes
Investigate/apply group dynamics
Control undesirable/
inappropriate behavior
Resolve conflicts
Clarify goals/objectives
Devise "win/win" situations
Build consensus
Generate ideas
Present point of view

Analyze/apply leadership styles
Analyze/apply management styles
Obtain confidence of others
Develop esteem in self/others
Persuade others
Analyze/apply motivation techniques
Provide positive coaching

Collect/record information
Identify critical elements/issues
Define a problem
Identify underlying causes
Apply a problem solving model
Analyze/synthesize information
Identify/analyze underlying assumptions
Draw conclusions
Predict results/outcomes
Identify/evaluate consequences
Identify/develop alternatives
Evaluate alternatives
Select an alternative
Devise a solution
Create a finished product
Apply intuitive/creative thinking processes
Transfer knowledge/training to
new situations
Apply new technology
Develop an action plan
Evaluate results/outcomes

Analyze personal occupational
aptitudes/preferences
Investigate employment prospects of a
career field/occupation
Investigate training requirements for a
career field/occupation
Investigate benefits of a career
field/occupation
Compare/evaluate career options
Develop personal career path
Locate appropriate jobs
Analyze duties/requirements/benefits
of specific job

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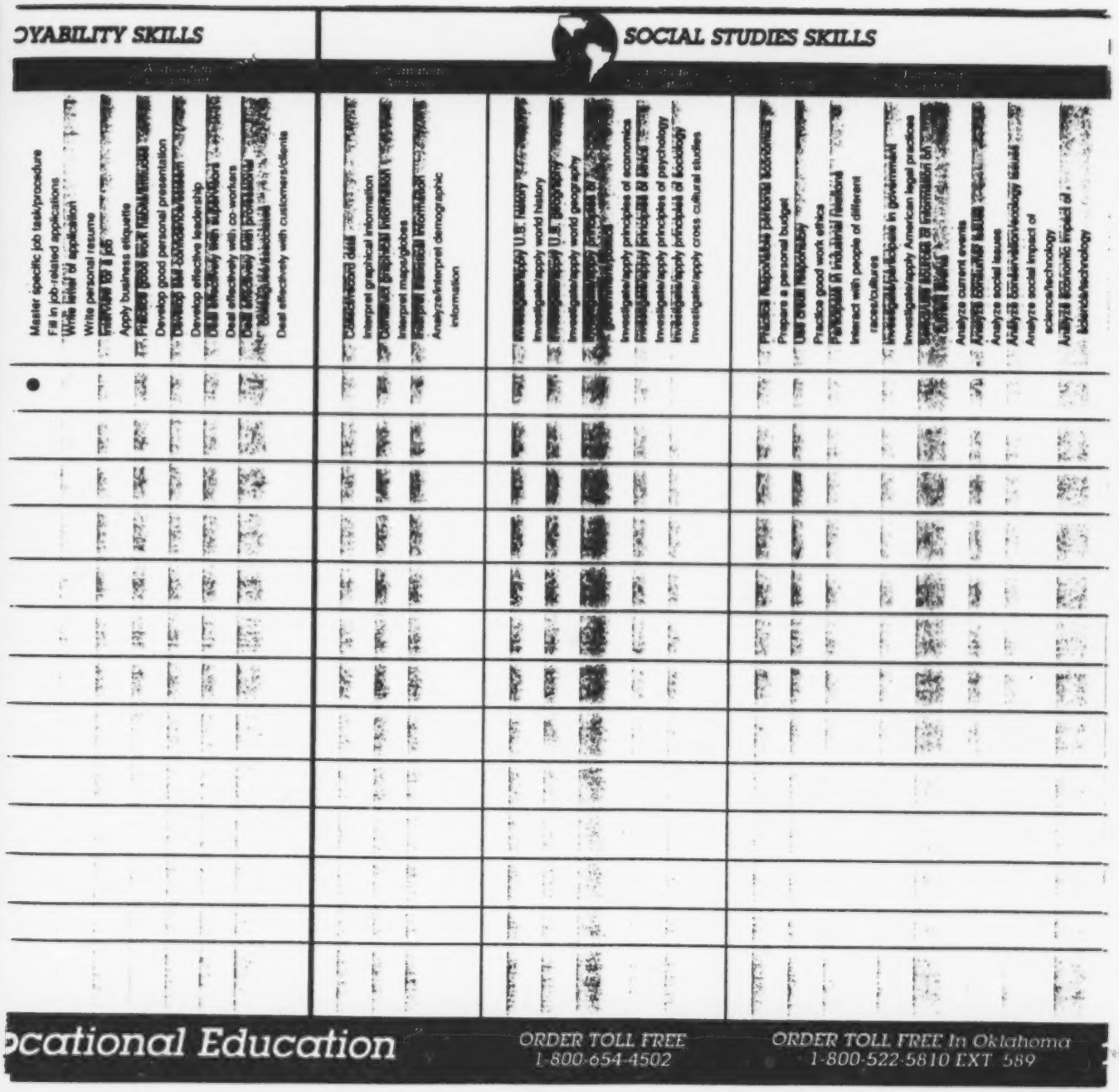

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